

# The School Journal.

Entered at the New York Post-Office for transmission through the mails as SECOND-CLASS MATTER.

Established 1870.

## THE SCHOOL JOURNAL.

A Weekly Journal of Education.

AMOS M. KELLOGG, {  
JEROME ALLEN, { Editors.

### TERMS.

\$2.50 per Year; \$2.00 a year if paid in advance.

E. L. KELLOGG & CO., Educational Publishers,  
21 PARK PLACE, NEW YORK.

### CONTENTS OF THIS NUMBER.

EDITORIAL.....Page. 131	TABLE TALK.....136
Normal Teaching.—I.....132	LETTERS.....136
Vacation Over.....133	EDUCATIONAL NOTES. 137
University Education by Correspondence.....133	EDUC. MISCELLANY.
THE SCHOOL-ROOM.	Vacation Sketches.....138
Language Lesson.....134	New York School Opening.....138
Primary Reading.....134	FOR THE SCHOLARS
Hints: Reading.....135	For Reception Day.....139
Live Questions.....135	Golden Thoughts.....139
Three Common Sense Grammar Lessons.....135	Noteworthy Events and Facts.....139
Number Lesson.....135	BOOK DEPT.
	New Books.....140

New York, September 13, 1884.

*This paper exists because there are important things concerning education that MUST BE SAID.*

*It is published THIS WEEK because there are things that must be said NOW.*

THE whites are beginning to acknowledge that education makes the negro a better citizen. Reform in the South must come from within. Congress and outside parties cannot force the South to give up at once customs that it has practiced for centuries.

In science the greater includes the less, but in the work of the school the less often includes the greater. The entire work of the year is included in little things.

"Heaven is not reached at a single bound,  
But we build the ladder by which we rise  
From the lowly earth to the vaulted skies,  
And we mount to the summit round by round."

As the chain that Washington placed across the Hudson was only as strong as its weakest link, so the value of work we do is measured by its weakest part. The trifles of life make up the sum of its total value. Those who are ignorantly aiming to accomplish great things, forget the power that lies in the little things that are all around us—the little hidden fangs of the serpent, the little whispered word, little habits, little savings, small faults, the little leak in the dyke, little kindnesses, little helps. What a world of influence for good or evil lie in these and a thousand other little things!

MORE than a generation ago, a little bare footed boy in the north of Ireland sat, with other little boys, on his bench in a very hum-

ble school-room. No one had noticed anything peculiar in the little scholar. The fact was, he was more dirty and dull than his fellows; but his teacher saw in him a genius that only needed a little excitement to bring it into magnificent exercise. He was inordinately fond of nature. A rock, flower, or cloud interested him wonderfully. She followed his inclinations in his teaching, and his growth was so remarkable that in a short time he left his humble school-mistress far behind him, and to-day no man is more reverently remembered or more sincerely honored than the immortal Faraday; for, the fact is, he gave science, especially in the department of electricity, such a start that we wonder at the magnificent inventions we hear of and see every day. Faraday was the father of electrical science.

Two weeks ago a woman, beautiful even in her degradation, was convicted of public drunkenness in one of the police courts of this city. She had sunk so low that it was not safe to permit her to be at large even in the streets of New York. She had abandoned her husband and six children for whiskey. The habit of taking a little glass of light wine at dinner at her own table, had grown in two years to be such an over-mastering passion that at last it burst all restraints and left her in the gutter, a miserable public drunkard. It is another illustration of the little leak in the dyke, and the little foxes that spoil the grapes, over again, for the millionth time.

We have, perhaps, come home from the great gatherings at Chautauqua and Madison, or the sight of the wonders of art in Europe, or from the mountains of our own country. We hear of the masters of our own profession, Arnold and Agassiz, Pestalozzi and Page—what great things they have done for educational science, and we imagine we must do something great, too—we must inscribe our names on the scroll of fame. We feel dissatisfied at the little drudgeries of school life, at the thousand little commonplace things to be done with very commonplace children. We want some great work—something that will tell for good a thousand years after we are dead. Such thoughts are all delusions.

"'Small,' we say, 'of little worth,'  
Heedless what the end shall be;  
But the angels sadly sigh  
Over what we so despise,  
And the small faults we so decry  
Bring a cloud to heavenly eyes,  
For the petty deeds of earth  
Mould the long eternity."

THERE is nothing small; everything is great. Ida Lewis has saved fourteen persons from a watery grave, by her own exertions, and we call her great, but she daily trims the light-house lamp and does the necessary drudgery connected with her calling. She is great where she is. In Newport society she would be small. General Grant was

great in the army, but in Wall street he has proved himself anything but a general of finance. Greatness is always in little things, and these littles are often like the atoms—remarkably small; so small we fail to see them.

How does a man treat his horse, or a teacher the little children? How are the small duties of life performed? A truly great man's cat is happier because he is great. It is easy to be great when receiving the cheers of the people, when reading an eloquent paper before a crowded assembly, when delivering an oratorical address, surrounded by the magnates of the nation. It is easy to declaim on the "Rights of Man," "The Necessity of Popular Education," "The Negro." Grand themes! Eloquent words! But to go down to the common children, to sit by the negro girl or boy—there's the rub; the realities of life then come to be seen and felt. Your greatness there is of a different kind than when standing on a carpeted platform in a million dollar church. There are many more eloquent than great teachers.

THE educational world wants a leader. We have been moved by eloquence at our summer meetings, but where is our Moses? Is there not one among us possessing brains, magnetism, and perception enough to rally the progressive teachers around a common standard? Yes, we could name several, but that is not the kind of a leader we want. We need some one who can tell us how the mind unfolds, and what food it needs—some one who, patiently, day by day, year in and out, will watch and wait, classify and report reliable facts. The educational world is waiting for such information, and he shall be called the child of the highest who shall first give it to us. Our great men don't help us so much as those patient workers and watchers in the primary school who are accurately gathering reliable facts. The first shall be last and the last first in this field, for many are called, but few, as yet, chosen.

The patient and careful observers of little children are the great educational leaders of the hour. When Christ called a child and set it before his disciples, he did exactly what we must do in our school-rooms. Here it can be most emphatically said that—

"No act falls fruitless, none can tell  
How vast its power may be,  
Nor what results unfolded dwell  
Within it silently."

In a recent circular published by Cornell University, it is said that young women bear the strain of mental work quite as well as young men, and there is no more sickness among them; moreover, a larger percentage of them complete the course and graduate, and the average of scholarship among them is higher than among young men. This fact does not necessarily imply mental superiority—it results, doubtless, from the greater regularity with which they apply themselves to their tasks.



AMONG our younger college presidents we have none who is a more brilliant example of what faithful adherence to the principles of good teaching will do than Dr. Gates of Rutgers College, New Brunswick, N. J. Dr. G. achieved a brilliant reputation as a teacher of college preparatory studies. But this is not the secret of his success. He not only understands human nature, especially as manifested in boys, but he has the rare genius of turning his knowledge to practical account. As a moulder of character, it is said, we have none among us who more nearly resembles Thomas Arnold.

THE death of Mr. Smith Sheldon, senior member of the well-known firm of Sheldon & Co., removes from action a man who has been long identified with the publication of educational literature. In 1854 he established the publishing house of Sheldon, Lamport & Blakeman. The firm passed through various changes, remaining at the old stand until eight years ago, when, under the title of Sheldon & Co., it removed to Murray-street. Mr. Smith Sheldon continued to be nominally the senior partner until his death. He was a well known Baptist, a member of the American Bible Society, a Trustee of Vassar College, of Rochester University, and of Madison University. He leaves a widow, two sons, and a daughter.

THE principle of adaptation, which is truly Pestalozzian in character, is coming to be universally recognized in all our schools. We agree with Pres. Robinson of Brown University, that it is every day becoming more and more apparent that with our present arrangement of courses of study and degrees, a larger number of electives than we now have should be offered. A greater number should be afforded to choose from, especially in branches of natural science and in the existing languages of Europe. The cast iron grade system is fast becoming deservedly unpopular, as it should be. Its strong hold is in our larger cities and towns. The colleges are having the good sense to abandon it.

THE meetings of the British Scientific Association at Montreal and the American Association at Philadelphia called together a large number who are carrying out the principles of Pestalozzi more closely than any other body of workers in the world. Their golden maxim is "Investigation." Everywhere these men are examining, thinking, and deciding. Consider what has been the result. Railroads have been built, the world girt with electric wires, and in ten thousand ways the race elevated to a higher level. The mighty impet is still exerting itself, and wonderful fruit will be the result. The educational must not be behind the scientific world. When such men as Edison can spring up outside the school-room, it only shows that in many places the spirit of the age is far in advance of our scholastic methods. That method of teaching which leads the child to investigate for himself is the spirit of all scientific study, and should always be of educational work.

PROF. W. P. ATKINSON of Boston, in a neat address expressed a profound pity for the ignorance of students who enter college—an ignorance which was due not to their own fault, but to the pernicious influence of our college system upon our high schools and academies, which provide no sound elementary knowledge of physical and natural science, leaving the pupils to make a belated beginning in the studies which it should have been their object to pursue. He thinks that three years of boyhood have been lost, not from any defect in themselves, but from our wretched school system under which they were taught little of what they most needed to know, and that little badly. He says "the idleness and dissipation which are the opprobrium of some of our older colleges are largely the inevitable reaction of boys from whom the restraint of an artificial and antiquated school cram has been suddenly removed, and who are left to run wild without any genuine mental training, and with unlimited opportunity for the gratification of their appetites and passions."

For the SCHOOL JOURNAL.

### NORMAL TEACHING.—I.

BY EDWARD R. SHAW.

OSWEGO STATE NORMAL SCHOOL.

The work at the Oswego Normal School is almost wholly objective in method. The school may be considered under three heads: the What, or the classified knowledge indispensable to the teacher; the Why and the How, or the method of teaching subjects; and the Application of Knowledge and Methods Taught, or actual practice in the school-room for half a year, with continuous inspection and daily criticism of work.

Oswego does not suppose, upon the part of the student preparing to teach, that intuitive power which only a few possess; it does not idealize a special case of teaching and make that the standard; on the contrary, it formulates all that it does or attempts. Its principles are definitely stated, and every step of its work is based upon these, and every lesson and method referred back to them.

We visited Oswego recently for the special purpose of studying the work there. We shall share our notes and reflections with the readers of the JOURNAL, and, in so doing, shall take up what we have time and space for, in the order of the heads named above.

In looking over the schedule of recitations, our decision was first to visit Miss Mary D. Sheldon's room, and listen to a lesson in Roman History; for what subject is more difficult to teach objectively?

We are not the only visitors. Members of the faculty who have no recitation at this hour, clergy men and literary people form the city have come in. In fact, we learn that not a recitation passes without the presence of eight or ten visitors. The trill of an electric sleigh-bell makes the pleasantest announcement of the time to begin recitation. The same flash, we may add, has rung the bells for every room throughout the five stories and wings of the large building. Wholly unconscious of visitors, Miss Sheldon begins the lesson. First, the written reproductions of yesterday's lesson are read, criticised, and any misstatements corrected. Then, the advance work is taken up. It is a character sketch—part of a study on the character of Julius Cæsar. The class have already seen the best picture of Julius Cæsar procurable. It was hung in the class-room a day or two ago, and they were asked to look at it closely.

Miss Sheldon says: "I am going to read you some stories about Julius Cæsar, and I want you to tell me what sort of a man you think him to be:

"Once he was taken prisoner by pirates, and they demanded of him twenty talents for his ransom; he laughed at them for not understanding the value of their prisoner, and promised to give them fifty.

"At Apollonia, the master of the boat could not make good his passage, but ordered his sailors to tack about and return. Cæsar, upon this, taking the man by the hand, said: 'Go on, my friend, and fear nothing; you carry Cæsar and his fortune.'

"What sort of a man does he seem to be in these stories?"

Answers, such as "Self-confident"; "Believes in Cæsar," are made and written upon the board.

"Again, in Africa, he was in such want of forage for his horses, that he was forced to feed with sea-weed, which he washed thoroughly to take off the saltiness, and then mixed with a little grass to make it taste better."

"What sort of a man, Miss W—, was Cæsar to think of using sea-weed in this way?"

"I think he was ingenious in finding resources."

"In the war against Pompey, he marched so fast that he left all his army behind him, except six hundred chosen men and five legions, with which to put to sea in the very middle of winter, and, having passed the Ionian sea, sent back the ships to Brundisium to bring over the soldiers who were left behind in the march."

"What quality does he show?"

"Promptness," "Energy," are the answers.

"When Metellus, the tribune, would have hindered him from taking money out of the public treasure, and adduced some laws against it, Cæsar replied: 'If what I do displeases you, leave the place.'"

"How does Cæsar treat the laws here, and the magistrate, Mr. B—?"

Mr. B.—As if he were above them, I think. With contempt.

"Who has a closer answer?"

Mr. D. replies: "In lawless, unscrupulous way."

"Cæsar called in the best philosophers and mathematicians of his time, and out of the systems he had before him, formed a new and more exact method of correcting the calendar."

"In order to have made this new calendar, what must Cæsar have been?"

Ans.—He must have been ingenious—must have had a scientific mind.

"Cicero said of Cæsar: 'When I see his hair so carefully arranged, and observe him adjusting it with one finger, I cannot imagine it should enter such a man's thoughts to subvert the Roman state.'"

"What did Cicero see in Cæsar?"

"Vanity," was answered, and then there was a thorough sounding of the class as to what they meant by vanity.

"As he was passing by a small village of the barbarians, with but few inhabitants, his companions asked the question among themselves, by way of mockery, if there were any canvassing for officers there. To which Cæsar made answer, seriously: 'For my part, I had rather be the first man among these fellows, than the second man in Rome.'"

"Why does Cæsar make this remark, Miss R.?"

Miss R.—Because he is ambitious.

Miss Sheldon.—For whom, Mr. C.?

Mr. C.—For himself.

The idea of "personal ambition" is now before the class, and an interesting, though brief discussion, ensues upon the other kinds of ambition men may have, bringing up *patriotism* and *philanthropy*—ambition for the state and for humanity.

"He was able to dictate letters from on horseback, and to give directions to two who took notes at the same time."

"What quality of mind would enable Cæsar to do these things, Miss K.?"

There being hesitation, Miss Sheldon asks further: "What sort of a mind is it that can keep two things at the same time before it, without any confusion?"

Miss K.—A clear mind.

"After the battle of Pharsalia, when Cæsar saw some of his opponents dead upon the ground, and others dying, he said, with a groan: 'This they would have; they brought me to this necessity!' and after the conflict was over he not only pardoned many of those who fought against him, but, further, to some gave honors and offices, as particularly to Brutus and Cassius; and Pompey's images that were thrown down, he set up again."

"What sort of a spirit does Cæsar show here?"

Some of the class think, a kind and forgiving spirit; others, that he was politic.

"In Gaul, when the army threatened cowardly desertion, Cæsar said: 'If you abandon me, I shall still go on; the tenth legion will be enough for me.'"

"What quality of character does Cæsar show here, class?"

Upon recognition of raised hands, the answers come—determination, perseverance, courage.

Directing the class's attention to the list of characteristics which had been written upon the board as given, Miss Sheldon, asks which made Cæsar great, and why, of each. To one reply, that lawlessness made him so, follows the question: "Among what sort of people would a lawless man become great?" and the class is thus led to see that the people must have been lawless, too, to have Cæsar go unpunished—to say nothing of the honor they paid him.

This study on the character of Cæsar would deal



further with his means of gaining and retaining power, and would be extended so as to amount almost to a study of the last days of the Republic.

In visiting the class afterward, I found that Miss Sheldon had reached the period of the Empire, and was dealing with the Church of the State, and the Christian Church, showing how these two great factors were working, bringing out the distinctive differences and the influence each was wielding in the Roman Empire—the most difficult place in all history, in our opinion, to make objective.

We must not neglect mentioning the picture-work, which Miss Sheldon makes a strong ally. Photographs of ruins and excavations, pictures of restorations, plans, plaster casts, specimens, etc., are placed in the class-room for observation, giving the whole study, besides direct aid, an artistic setting.

With a marvelous mastery of her subject, with the ability to draw her materials from original sources, Miss Sheldon presents to her class, with rare force, typical examples in sufficient number for them to reach therefrom a correct judgment. She does not foist opinions upon her class. They make their own inferences, but they must sustain the inferences they make.

"Searching for truth" has become a hackneyed phrase to many. I, myself, must confess a little distrust of much that is so called. But such absolute fairness and impartiality as this young lady showed in all her work, irrespective of how it would come out, or what it might establish or disestablish, was real truth-seeking.

The whole spirit of what I am saying is beautifully illustrated by this circumstance:

A number of us were standing in the corridors after listening to several recitations, when Mr. ——— remarked: "What a profound argument you are making for Christianity, Miss Sheldon, in your treatment of the decline of the Roman Empire."

"I am not making it, Mr. ———; it is making itself. I did not know how it would come out. I did not think it would come out this way. I am glad, though, now it has," she answered with that simplicity of statement characteristic of the great mind.

In thinking over the lesson written out in this sketch, I asked, What does it suggest to me? Roman History is not now one of my subjects, but English Literature is. Can I use what it suggests, here? Yes. Biography has been too long a tiresome, disproportionate thing in our literature classes. It cannot, however, be thrown aside. But with what vividness can Thackeray, Macaulay, Byron, Goldsmith, Johnson, Poe, and others, be made to stand out in the minds of a class, and how can time be saved by a method similar to Miss Sheldon's character sketch of Julius Caesar.

For the SCHOOL JOURNAL.

#### VACATION OVER.

Another vacation is done, another ten months' work begun. What shall the harvest be? Will this year be more fruitful than the last? Shall we level up or level down? Shall we teach better or worse? We don't propose to preach and say "you should," "you ought." It is so easy to stand outside and say in an assumption of authority, "Do this" or "Do that," but it is so much harder to go and do. The way to train a school in the way it should go, is to go in that way once in a while ourselves, and the way to make a school what it ought to be is to make ourselves what we ought to be. A fountain never rises higher than its source, and a school is never better than its teacher. The silent and persuasive eloquence of personal example is far more powerful than rules and commands.

The fact cannot be disguised that the hope of the world is in the school-room and the home, but largely in the school-room, for there are so many thousands of parents who either do not train their children at all or in the wrong manner. The other day a successful business man called on his old teacher and said, "I want to tell you that all I am I owe to you. You made me what I have be-

come." Thousands of other successful men and women are saying the same thing. The schools, yes, the schools are moulding the fate of individuals, and consequently nations. They are before churches, stores, factories, banks, railroads, steamships, commerce, yes, the government itself. Garfield always spoke the name of his teacher, Dr. Hopkins, with the greatest reverence, and why should he not? He made him what he was. When he went to Williams College he was only a country lad—when he went away he was a man of principle and capacity.

The personal character of each pupil is in the keeping of the teacher. This year will tell some way for thousands of precious lives. How shall it tell? The question of teaching arithmetic is of secondary importance, in fact, it doesn't matter much if your pupils do not know arithmetic or grammar, provided they have principle, capacity and a love for study. There is something better than all the fundamental branches added—it is fundamental virtue. This tells in the right way; the other tells, but not always in the right direction. The arrow must be shot, but woe be to him who shoots a man! The learning must be got, but woe to him who gets it for the wrong.

A wonderful diamond is on its way to England from Africa. It must be cut. In one way it will be the most valuable brilliant on earth, in another it only becomes a third-rate stone. Who shall cut it?

A cannon is loaded with grape-shot, aimed at the right place, elevated at the right angle—it turns the tide of the battle to victory; carelessly fired, a hundred true men are killed, and the wrong prevails. The diamond cutter must know his work, the gunner his business, then something worthy of man is effected.

Teachers are teachers at all times. They cannot help it. A few years ago two elegantly dressed young ladies were spending the summer at Saratoga. No one knew their business. They were polite, intelligent, and refined, but never indicated where in the city they lived or what they did. It leaked out, they were teachers. They were so ashamed they immediately left.

A teacher who is ashamed to be known as a teacher is not worthy to be one. It is a grand calling, worthy of angels, even the great Master said, "Ye call me Master ye do well." To be master or mistress is often better than to be a king or a queen.

We come back with a new sense of power. The body is recuperated; the mind is rested. There is new vigor as the possibilities of the new year stretch before us. A plan of work must first be arranged, and at once, for time flies with lightning rapidity. New ways of rousing the young to an interest far greater than ever before must be carefully considered.

The work is *uplifting* into a higher plane of vision. Those who live in the valleys see little beyond the homestead. The dwellers on the heights *only*, look out over the expansive world. It is so easy to slide down—so hard to get up. Those who are down rise only by slow, insensible stepplings, but each day tells. It is also a work of *repression*, holding back, and directing. To know how to command, and not seem to, is a difficult lesson. Often repression becomes *extinguishing*. This is death. Life cannot be sacrificed—it is scarce. Lifting up and cutting off dead weights is the work. Bad tastes, habits, thoughts are obstacles. They stand (*ob sto*) right in the way, and hold back. Take them away, let the nature rise *higher, higher*. What a grand work is this! This is our reward—not money or thanks—but the consciousness of an uplifting power, each day excited. What grandeur is there in the work!

Knowledge without moral education often is, much more dangerous than ignorance, because it puts a man in the way of knowing how to be dishonest, tricky, intriguing, and over-reaching. An educated intellect, with an uneducated conscience, is almost certain to mean shrewdness without principle, capacity to compass ends without stopping at the means.

#### UNIVERSITY EDUCATION BY CORRESPONDENCE.

By PROF. LUCIAN A. WAIT, Cornell University.

For nearly a year I have been teaching mathematics by correspondence, just as effectively as I have ever instructed my university pupils, who come to me every day. The explanation of a difficulty, written out fully by an instructor, is as effective as an oral explanation. Examination papers can be set, criticised and returned, just as well as though students came into the recitation room daily. Lessons can be set, questions on the lessons can be proposed, just as well as in the ordinary way. In fact, many of the unpleasant things in ordinary class room teaching are eliminated, and I think correspondence teaching for a large number of subjects is more effective than class-room teaching, just as much better as private teaching is superior to class work. Correspondence pupils are private pupils. A teacher can get at their individual needs better than at those of the persons composing large classes. It is also possible for a professor to send entire printed lectures to his pupils, at a trifling expense. Diagrams of every description, in colors, can be reproduced for the merest trifle. It has been assumed that the Correspondence University is attempting to compete with educational institutions. This is not true. If a student can go to college, he is advised to do so. It is intended especially for teachers, who, if they should give up their positions, would have to sacrifice their salaries, and whatever they may have accumulated in former years.

There are 290,000 teachers in this country. If one in one hundred should avail himself of the privileges which the Correspondence University offers, it would be the largest educational institution in this country, and would interfere with no other. But there are hundreds of people, not teachers who are tied to their work and would regard the expense of instruction by correspondence as a mere trifle, in comparison with what would have to be sacrificed, should they throw up their position, in order to get the needed help. Very few of the pupils in the Correspondence University will have time to take more than a single study at once; and, considering that nine months in the year is probably as much time as any one will desire to study, the expenses even now are low as compared with the usual rates of private tuition, and I have no doubt experience will show that the tuition can be very considerably lowered. It has been the intention from the beginning to lower it when this could be done without jeopardizing the enterprise. No attempt will be made to teach subjects that cannot be taught by correspondence, but I think that anyone who had not looked into the matter carefully, would be surprised to see how few subjects cannot be so taught to pupils who really wish to learn. In Natural Sciences, specimens can be sent to the pupil, so that laboratory work in many subjects is entirely practicable. I fully believe that a large part of the best teaching of the future will be done by correspondence. What is to hinder an instructor or tutor in an American college from being under the immediate guidance of a professor in a German university? Everything is ripe for this experiment.

A man does not need to reside in a University town. He can get this instruction and direction in California just as well as in Cambridge. I am sure that anyone who examines the Correspondence University announcement, will see that very good beginnings have been made in other departments, as well as mathematics. At the present time there are forty-five professors; before many years pass, I hope to see more than double that number; men whose position, scholarship, and teaching qualifications cannot fail to give them the confidence of students desiring to do special work. This, I believe, describes the character of most of the professors already secured.

In conclusion, I will say that it will afford great pleasure for me to answer all letters that may be addressed to me on this subject.



## THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

## LANGUAGE LESSON.



The teacher may ask the following questions about this picture, the answers given in complete statements are written out and criticised as to spelling, capitalization, punctuation, and construction. Where is this man? What is he doing? At what may he be looking? On what is he holding? Why does he need to hold on carefully? What has he on his head? How can it be made to keep the sun out of his face? What is hanging at his side? What is fastened to the railing at his left? What is the use of the life-preserver? What is behind the man? In what part of the world do you think this man is? How old do you think he is?

## A GEOGRAPHICAL STORY.

The picture may also be used in the Geography class. It may be drawn upon the board, a pupil may take his place at the map of the world, pointer in hand, and the teacher begin a story something like the following:

A young man was sent to West Point by his father, for the purpose of learning to become a soldier. After four years of hard study he received a commission as an officer in the navy. He was sent on a long voyage around the world to inspect the sanitary condition of ports with which American commerce was carried on. He stood on deck and watched the last faint outlines of Sandy Hook fade out of sight, and wondered whether he should live to see it again. The vessel was ordered to sail down the coast of South America, double Cape Horn and proceed westward, stopping at all the important cities on its way. The first stop was made at Havana.

Here let a pupil take up the story, tell what places were visited, what was seen at each of them and the incidents of the voyage. In imagination a great number of cities and islands can be visited. Several pupils can be requested to tell the story on successive days, until the interest is exhausted. After the exercises are through, compositions can be carefully written, handed in, corrected, and returned. Let us sum up the benefits of such an exercise; (1) interest excited, (2) imagination cultivated, (3) expression disciplined, (4) memory trained (5) a spirit of investigation excited, (6) geographical facts learned, (7) spelling, neatness and order promoted. How much better than an old fashioned grammar or geography lesson.

For the SCHOOL JOURNAL.

## PRIMARY READING.

## A SYMPOSIUM.

**A Model Lesson.**—Suppose we begin with a common word like *cat*. I ask some question and talk about a cat. I then point to the picture of a cat on the card or in the book, and ask its name, which the pupils give me. I then call attention to the fact that all these sounds which we make when we talk are called *words*. I then lead them to notice that the words which they know are those which they *hear*. I then tell them that there are also words which they can *see*, and awaken an interest to know such words. I then point out the word *cat* on the card or in the book, and tell them that it is the visible or written word *cat*. In the

same way I teach the written words that represent other subjects.

I next teach words that are not the names of objects. I have the pupils say something about an object; as, I see a cat, and then show them this sentence on the card or in the book, and then teach them each word of this sentence. I do the same with other sentences making use of some of the words already learned, and proceed thus as far as I deem it advisable. In this way I pass from audible speech to visible speech.—BROOKS' *Normal Methods of Teaching*.

In teaching by the Word Method the child's attention is first called to the meaning of the word and then to the *form*, and pronunciation. In the Sentence Method the attention is first directed to the *idea*. To this end, real objects and facts are at first employed to appeal to the *senses* and to demand of the child words to give the *idea* oral expression, precisely as they were appealed to when he learned to talk. The eye and mind are taught to recognize and regard a representation to the eye (written words) of the oral language, as the simplest representation of the idea. Language is used to express them. In seeking the language they do not so much regard the *separate* meaning of the words they use, as the *combined* meaning, because the idea which they wish to express cannot be embodied in separate words. It requires a combination of words because it requires a combination of words to give birth to an idea.

The principle which applies with equal force to written language, is said to have suggested the idea of the Sentence Method. In teaching reading it should according to the author of the system, be the aim of the teacher not so much to teach separate sounds, letters, and words, as to develop and secure the proper expression of thought. Of course the letters and words must be known, but as they will necessarily become known by this method, without much special teaching, they are regarded and treated as of secondary importance for the time being.

The advantages claimed for this method over others are thus stated.

(a) It inspires and develops ideas in the mind of the child in a perfectly natural way—through objects.

(b) The ideas, thus becoming the child's property, are expressed almost necessarily in a proper manner.

(c) It trains the eye to "take in" and the mind to comprehend both words and ideas in advance of the voice, each of which is necessary to natural reading.

(d) It trains the child to look through the words to the thoughts, by directing his attention, not to the medium of expression, word-forms, but to the ideas beyond. It thus makes easy, natural, and intelligent readers and not awkward, unnatural and thoughtless ones.

(e) While doing this work, it is further claimed, that it accomplishes all that the other methods do, without additional time.—PHELPS' *Teachers Hand-Book*.

**Grouping Words.**—When the pupils have learned a few words representing qualities and actions, they may be lead to group them into phrases and sentences, as good boy; good girl; new hat; new dress; old coat; old cap, etc.

A dog can run; a cat can run; a dog can bark; a cat can mew.

See my new hat.	See the old horse run.
See my old shoe.	See my dog run.
See my new ball.	See my top spin.

Place words on the blackboard so that several sentences may be formed by the change of one word in reading, thus:

A dog can bark.  
bite.  
run.

A cat can mew.  
purr.

Point to the words, and let the pupils read them as follows, viz.: A dog can bark. A dog can bite. A dog can run. A cat can bite. A cat can run. A cat can mew. A cat can purr, etc.

Then change the sentence by placing *can* before it, thus:

Can a dog bark? Can a dog bite? Can a dog mew? Can a cat bite? Can a cat bark? etc.

When the pupils have become acquainted with a sufficient variety of words to render it practicable, arrange them in longer sentences, as,

A dog can bark, bite, growl, whine, walk, trot, run, and jump.

A horse can walk, trot, run, kick, draw, eat, drink, see, and hear.

A boy can sing, talk, read, spell, study, play, run, jump, hop, spin a top, fly a kite, and play ball.

A good girl will try to keep still in school, mind her teacher, learn to read, spell, and count.

Bad boys play truant, do not mind their teacher, and do not try to learn.

In this manner extend the reading lessons on the blackboard, making them more and more difficult as the pupils progress in their acquaintance with words.

Request the pupils to tell you what to write about a horse, a dog, a cat, a cow, etc. Thus lead them to think about what they read, and to aid in making their own reading lessons.—CALKINS' *Object Lessons*.

Much time and very good teaching is wasted by not following the step-by-step rule, by which everything done is thoroughly done. It is far more important to teach 20 words well than to teach 200 imperfectly. The first vocabulary selected should contain about 200 words, to be taught in script on the blackboard. In selecting this list of words, three things should be taken into account. First, the *favorite* words of the child. Those words which would naturally arouse most interest in the child should be taught first. Second the words should be arranged in phonic order—generally the short sounds are taken first. With these words, all the unphonetic words, like where, there, etc., that serve to introduce the idioms used by the little child. Teaching words in the phonic order, that is, the order of vowel sounds, serves to intensify the law of analogies on which the phonic method is founded. I may say here, that the phonic order should not be followed at the expense of the interest of the child. Every word and sentence should bring up a bright and interesting picture. One should not hesitate to introduce any new word for this purpose. The first words taught should be names of common objects. Now it is true that the objects most common to the child have names in which only short vowel sounds occur, such as *fan, cap, hat, cat, mat, rat, bat, bag, rag, flag, hen, egg, nest, bell, fish, dish, pig, rabbit, ship, dog, doll, top, fox, cup, tub, mug, jug, nut*. The second thing to be observed in selecting the list is, the words used in the first book or books that the child will read.

No first reader extant furnishes repetition enough for the thorough learning of the words. It is better to select the vocabulary from the first parts, of three or four different readers. If this is done when the child begins the print (after 150 or 200 words have been taught in script), he can read with great ease and delight 150 or 200 pages in print.

The reason why the change is made so easily from script to print used to puzzle me. I only knew that it could be done, but could not tell the reason why. Script and print are very nearly allied in form. The child has a wonderful power of seeing resemblances. Like comes to like in his mind because his mental pictures are not filled out with that which produces differences. This, to my mind is sufficient reason for the surprising ease with which the child changes from script to print.—*Notes of Talks on Teaching*.

**QUESTIONS AND CHARACTER.**—The questions asked by children often reveal their character; they show the bent, the desire, and turn of the mind. It is through this channel that we often can sound the depths of the mind, and the lowest depths of the soul. By carefully studying the nature of their questions, the motive that prompts, we will have valuable materials for the study of the child's character.—*Teacher*.



## HINTS: READING.

I. "If teachers will cease to require little children to 'read over' and to 'study' beforehand their reading exercise—a task entirely unsuitable at their age—and will also put an end to the absurd practice of allowing pupils to keep up, during thereading exercise, a running criticism upon each other by irritating and aggravating remarks, thus mortifying their more timid companions, and sometimes paying off old grudges; and will then confine their labors mainly to two points—to making the child realize the thought of the sentence to be read, and to showing him, by example and good vocal drill, how to give a pleasant and natural expression to that thought—the best part of the victory will be won."—SUPT. A. P. STONE.

II. "A part of the time saved by judicious management should be given to reading; not to the mere calling of words, nor to premature lessons in elocution, but to plain reading in good books for the sake of the information they contain. It is not creditable to our efforts as educators that so large a proportion of pupils passes from us without having acquired a taste for reading of good books. If our system confers the ability to read without creating a desire for the reading, it surely stands in need of reformation. Very little of the arithmetic which children learn at school can be made available in after life. Their feats of analysis and parsing are never to be repeated in the actual contests of actual life. Nine tenths of what they have learned as geography will pass away as the morning cloud and the early dew. But a taste for good reading will last for life; will be available every day and almost every hour, and will grow by what it feeds on; will so occupy the time of the young as to rob temptation of half its power by stealing more than half its opportunities; and will be a refuge and a solace in adversity."—SUPT. NEWELL.

III. "We not only want more reading-books, but different ones; not Readers, not fragments of writings, but writings, however brief—a story or a history, a book of travels or a poem—associated as vividly as possible with the author who wrote them, not a mere book maker who has patched together pieces of them. With such reading-books, intelligently used, the inability, of our children to read at sight and with expression would become less common and less painful. As for grammar, it would almost develop itself from such reading as this. Familiarity with the best thoughts and expressions would lead children with comparatively little effort, to think and express themselves in good language."—SUPT. ELIOT.

IV. "I do not hesitate to declare my conviction that if half the school time were devoted to reading, solely for the sake of reading; if books were put into the scholars' hands all that while, under wise direction, divested of every shadow of association with text-book work, to be perused with interest and delight inspired by their attractive contents—choice volumes of history, biography, travels, poetry, fiction—there would be a far more profitable disposal of it than marks its lapse in many a school room now. The ordinary reading of the schools is a pointless, starveling performance, so far as language teaching is concerned."—SUPT. HARRINGTON.

V. "Good reading is an art so difficult that not one in a hundred educated persons is found to possess it to the satisfaction of others, although ninety-nine in a hundred would be offended were they told that they did not know how to read. The essential requisites are, perfect mastery of pronunciation, and the power of seizing instantaneously the sense and spirit of an author."—MARCEL.

THE future of our country does not depend half so much upon who is our next President, or what party controls the government for the next four years or forty years, as it does upon the question whether our school system is maintained in a vigorous and flourishing condition, what class of teachers administer it, the kind of education they give, and the nation's success in getting into it the vast majority of our youth.—*Christian Union*.

For the SCHOOL JOURNAL.

## LIVE QUESTIONS.

[The answers to these will be published in two weeks—Eds.]

1. What American Antiquities are found in Ohio?
2. When and where did settlers purchase wives with tobacco?
3. Who were the "Patroons"?
4. What animal walks on its head?
5. Who is the commander in chief of our army?
6. Why cannot a hen swim as well as a duck?
7. Who is called "The Plumed Knight" and how did the term originate?
8. Who was the "Hero of two Worlds"?
9. Which way does the seed in the apple point?
10. What is a quorum?
11. Out of what is oakum made? For what is it used?
12. What quadruped lives the longest and how long?
13. Who are the three money kings of the U. S.?
14. Why do we have chimneys to stoves and fire places?
15. Who among the ancients were the greatest sailors? Who had a religious horror of the sea?
16. What is the cue of an actor?
17. What statue is reported to sing at sunrise?
18. What are the Elgin Marbles?
19. What is the "Kiddle of the Sphinx" and what the answer?
20. What nations of the earth carry on the most extensive commerce?
21. To what three movements is the ocean subject?

## THREE COMMON SENSE GRAMMAR LESSONS.

## I.—NAME-WORDS.

Answer these questions orally and then write the answers on slate or paper.

1. What animals like to eat apples?
2. What do animals eat besides apples?
3. What is the outside of an apple called?
4. What is found inside the apple when we cut it open?
5. What holds the apple to the tree?
6. What grows on apple-trees in the spring before the apples are seen?
7. What is the outside of a tree called?
8. What does the bark cover?
9. What is the material of the little girl's apron?
10. Where does cotton grow?
11. What has the girl on her feet?
12. Of what are her shoes made?
13. Who makes the leather and, of what is it made?
14. Of what are baskets made?
15. What is the material of hats? Write the names of all the plants you have mentioned in this exercise.

Write also the names of all materials you have mentioned in this exercise. Write all answers in full sentences. Example: 2. "Animals eat hay, oats, corn, grass, and meat."

## II.—COMING TO SCHOOL, A STORY.

At what time did you start for school this morning?

- Who came with you?  
 What did you bring with you?  
 In what did you carry your books?  
 Tell the names of these books.  
 What did you see on the your way?  
 Whom did you meet?  
 What was said to you?  
 What did you reply?  
 When did you reach the school-house?  
 What pupils did you meet in the school-house?  
 What did you do after you came into the school-room?

Write an answer to each of these questions. Correct these answers and write a story.

## III.—CHOICE OF WORDS.

Copy the following sentences, choosing the best words from those given:

1. It was { an elegant sermon.  
 { an excellent

2. Mary is { a splendid play-mate.  
 { an agreeable
3. Most  
 Almost { everybody has gone.
4. The stars look { bright.  
 { brightly.
5. She has { nice  
 { graceful { manners.
6. He is { some  
 { somewhat { better.
7. I did not know it was { that difficult.  
 { so hard.
8. Her dress looks { odd.  
 { oddly.
9. This is { fearfully  
 { unusually { cold weather.
10. This is { easier  
 { more easily { said than done.
11. It tastes { delicious.  
 { deliciously.
12. She has a { lovely  
 { pretty { dress.
13. He is a { real  
 { really { good boy.
14. The water from the spring is { nice.  
 { refreshing.
15. She looks { charming.  
 { charmingly.
16. He does { right  
 { very { well.

For the SCHOOL JOURNAL.

## NUMBER LESSON.

THE NUMBER SIX.—FOR SECOND YEAR PRIMARY.

Measuring by one.—Give each pupil six counters, slates and pencils.

"Put down six counters. How many counters are down? Put down one counter at a time as many times as you have counters. How many times one was there. Write the figure one on your slate as many times as you put down counters. How many ones have you? Write six at the right of them. Put the = sign before the six and the + sign between the ones." (1+1+1+1+1+1=6)

"Take one counter away from the six counters as many times as you can. How many times? What was left? Write this on your slates: (6-1-1-1-1-1=0).

"How many ones makes six? Write it: (6 ones =6).

"How many sixes have you? How much do they make? Then how many sixes make six? Write it: (1 six=six)."

"Put all the counters in one pile. Divide this pile into six parts. How many counters in each part? Write: (6÷6=1)."

For practice 1+1+1+1+1+1=6  
 6-1-1-1-1-1=0  
 6 ones=6  
 1 six=6  
 6÷6=1

Measuring by two.—"Put down two counters at a time until you have six counters down. Write two as many times as you put down two counters. How many counters did you put down?

Write six at the right. Put in the signs: (2+2+2=6).

Take away two counters at a time until there are none left. Write what you have done: (6-2-2-2=0).

How many twos in six? Write it: (3 twos=6).

Divide the pile of counters into two parts. How many counters in each part? Write: (6÷2=3).

What part of the whole pile is each small pile? How many are there in 1/2 of 6? Write it: (1/2 of 6=3).

For practice 2+2+2=6  
 1+2+1+1+1=6  
 1+1+2+2=6  
 2+1+2+1=6  
 6-2-2-2=0  
 6-2-2=2  
 6-1-2-1=3  
 6-2-2=2  
 6-2-1-1=2  
 2 threes=6  
 2×3=6  
 6÷2=3  
 6÷3=2  
 1/2 of 6=3  
 1/3 of 6=2

What part of six is three?

The material here given with the practice work will make several lessons. The method of measuring by three is similar; the practice work may be extended much further. Measuring by four will begin in another lesson.



## TABLE TALK.

Here is a letter from one of the largest carriage builders in our country. It comes from Cincinnati, and speaks for itself. You will see he is not quite prepared for the New Education:

I will not attempt to tell just what I think of all the ideas in the article headed, "Cramming and its Remedy." As you can find stronger brain power, and can give larger and better advantages to learn, just so much may your new education be better than the old, and no more. Prof. Price's assertions have much truth in them, but he would go too far in his *viva voce* instructions. Teaching with the text-book is right. There are but few children that will read books of value, or study text-books without assistance of a teacher to show them how to get the best or interesting part from them, and there are but few that would receive much benefit from a lecture, or would study up the subject without assistance, so as to receive the information desired. I do not believe that past teaching has been all wrong, or that we should drop all that is good in it at once for a new and untried system, but believe that much time should be used by the intelligent teacher to develop the talent in the scholar, that he or she is best adapted to, and then give them all the assistance possible in that line.

The rigid rules of our common schools, and the manner in which they are carried out is a farce, and should be done away with as soon as possible, and more intelligent teachers employed, and more latitude given them in their labors, weeding out those not competent, and putting in those with more brains. The learning of rules and committing to memory lessons, and also object lessons, are especially good in most cases with small children.

When they are able to read intelligently, the lecture supplements their reading to good advantage. But back of it all you want an intelligent instructor who can bring out all there is in the scholar of enthusiasm, and is able to judge correctly the line of good thought and to assist and fasten that line of thought in each, that they may grow and develop to strong man and womanhood.

There is some good in storing, if the storehouse is large enough, as it might save time, but much care should be exercised by the teacher that the storing should be in the line of need of after-life. My ideas are to leave the old as past, and develop a better new.

LOWE EMERSON.

Here is a scrap of dialogue that has been going around the press for some time which is intended to cast a shade over the usefulness of educated girls. What do you think? Does an education unfit a young lady for becoming a good cook, or better, a good wife? But here is the scrap:

"Brown's brow was clouded.  
"Some girl scrape?" queried his friend, Bilkins.  
"Well, to tell you the truth," replied Brown, "there's a girl at the bottom of it. You see, ever since I made that strike in Atchison, and (thank heaven!) pulled out of it, I've been kinder keeping my matrimonial weather eye open, as it were. I thought I'd found her, but, well,—heaving a deep sigh—"it's all over now."  
"Tell me about it, old fellow," said Bilkins, sympathetically.

"Well, you know I've been to Newport for the last four weeks. I met her there. She was a bud—to look at—I tell you, and I was awfully gone on her. Everything went smoothly until I found out how much she knew."

"Ignorant?" queried Bilkins.  
"No, just the other way. I happened to hear her talk the other day to Prof. Buzzer—it makes me shudder to think of it! It was all about esoteric Buddhism, planetary changes, and planetary worlds! Think of it! It let me out, of course. You could not expect such a woman as that to take any interest in housekeeping, etc., now, could you?"  
"There is much truth in what you say," replied Bilkins, thoughtfully, and Brown looked relieved and lighted a cigar."

The other day we came across a new, and certainly an expressive word. It may interest teachers, at least it expresses a quality that we all should possess, that is, if its meaning can be understood. The word is, "*Geniusful-materials-seizing-ness*." What a word! Yet it does express a quality, and a very important one for the teacher to have. As far as we can make out, it means a genius for seizing hold of whatever is at hand and turning it to some useful account. The teacher who can do this has a wonderful power. A piece of charcoal becomes a beautiful diagram on plain white printing paper. A piece of board is transformed into geometric forms, and colored slips of paper into harmoniously and regularly shaped diagrams. Pictures from the papers

are skillfully cut out and pasted on white card board to become beautiful illustrations for the geography or reading class. The subject is too large for Table Talk. It needs an article of several columns in length. It is a fruitful and important theme to which we invite the attention of our readers. Sit down and tell us how a teacher can turn common things to useful purpose in the work of instruction.

\*\*\*

The principal of the perfect school in Utopia can tell you all about punctuality. In our school we treat a tardy pupil as we do a stammering one—pity him, and if he is unfortunate a second time, we allow him to remain a half hour or so after school to make up lost time, and while he studies we write or do some general work—perhaps prepare some experiment for our class next day. Then with a few pleasant words and a hearty good night, he departs. Where the above method is pursued we have but few cases of tardiness. Some of our teachers pursue a severe course and have more tardinesses. Let your "closing exercises" of school be very brief. Teachers and pupils like to quit on time. A. B.

\*\*\*

The Kindergarten system is rapidly making its way into all our cities and larger towns, and it is fortunate that it has an able expounder in the person of Supt. W. N. Hailman, of Laporte, Ind. All who are interested in the practical working of Froebelianism should write to Mr. Hailman for documents and instruction.

In the SCHOOL JOURNAL of June 14th, in reply to a correspondent concerning written examinations, you say: "This examination business nearly ruins many schools; it has hurt our whole system," etc. I believe every word of this; but what shall we do about it when superintendents and school officials measure the ability of teachers by their success in reaching high percentages? We know that some of the weakest teachers—mere crammers—somehow, or other, are very successful in this percentage business. These charlatans are frequently regarded by their pupils and the entire community as the best teachers on earth. I am a friend of the "New Education," but how shall we carry out the principles upon which it is based, if this rascally system is permitted to prevail? Must the good, conscientious teacher go down, a martyr to the cause in this unequal strife?

S. B. B.

\*\*\*

Nearly 2,000 school teachers in Indiana have formed what is called the Indiana Teachers' Reading Circle, the purpose of which is to obtain and read in common works of an educational character, which may be useful to them in their profession. For instance, "Barnes's Brief General History of the World" has been recently selected. From it teachers will obtain the results of the research of scholars and historians until the most recent date, presented in an entertaining style and teachable form, at a very moderate price. These reading circles ought to be multiplied all over our country. In Ohio there have been many such associations.

\*\*\*

A teacher writes: "I always revel in the advertisements of books I cannot buy." Who has not examined with interest the beautiful displays of goods on the business streets of our great cities? Who that visited the "Centennial," did not explore every department for new objects of manufacture or art? It is worth a great deal to know what is for sale—what we might buy were we able—what somebody does buy. A paper devoted to the advertisement of everything a teacher might under any circumstances wish to buy, would be eagerly sought for. We consider our large advertising patronage a great benefit to our readers, especially since it never deprives them of their full amount of nutritious food.

\*\*\*

Dr. Hoose, of Cortland, N. Y., the well-known veteran in educational work and a most sensible judge of what an educational journal should be, says in a personal letter, "It should have no whining or snarling, and should talk candidly and pleasantly, should assume no air of mysterious latent wisdom that never comes to the surface; have no cant; be crowded with news, and not nauseous on the New Education." Certainly these are pointed words, from a warm heart and a clear head.

\*\*\*

The present year will be distinguished in the future as the earthquake year, the frost-in-every-month year, the great-Madison-meeting year, and the year of the most presidential blackguardism, and the least political common sense-ism of any since the nation began. Which party will consider this a personal attack?

## LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. We can not take time to solve mathematical problems, but we will occasionally insert those of general interest for our readers to discuss.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

(1) Prepare a daily program for a school having first, second, third and fourth reader classes. (2) Can spelling and language be taught, incidentally, to any extent? If so, how? (3) How can you train children to observe carefully, to think accurately, and to express their thoughts readily? (4) Compare a triangle with a square. (5) Do you regard it necessary or proper to give your pupils examples of false syntax for corrections? (6) Why was the survey of the Mason and Dixon line made, and in what year? (7) Is the sentence, "Bread and milk is healthy diet," correct? If not, what word is wrongly used? (8) Is it fair to the teacher for an examining board to ask questions, the answers of which cannot be found in the text-books used in the free schools of the State?

[(1) See JOURNAL, Jan. 5, 1884. (2) Yes; spelling by repeated copying; language, by giving ample opportunity for its use and correcting errors. (3) By giving them constant exercises in each. (4) A triangle has three equal or unequal sides, and three equal or unequal angles, the sum of which is always equal to two right-angles. A square has always four equal sides and four right-angles. (5) It is useless to have them spend their time in correcting mistakes they would never think of making, such as are given in some grammars under false syntax. Let them correct common mistakes, dwelling upon the correct form, and simply calling attention to the incorrect. (6) To settle a fierce dispute between the proprietors of Maryland and Virginia over the line separating their domains. The survey was begun by Mason and Dixon in Dec., 1763, suspended when within 36 miles of the end, because of opposition from the Indians, and completed in Nov., 1782. (7) Correct, because bread and milk is regarded as a single article of diet. (8) Yes, if the questions are tests of the pupil's intelligence, and are not on subjects which he has not studied.—Eds.]

I apprehend that an arithmetical solution of M. J. G.'s problem (Aug. 23) would be somewhat complicated. The following is an algebraic solution—that is, if I rightly understand the problem, which is not very clearly stated.

Let  $x$  = number of yds. B had run when A met him, and  $y$  his rate per minute. It is evident that A's rate is 5 yds. per second, or 300 yds. per minute; hence, we readily obtain the two equations:

$$\begin{array}{rcl} (1) & x & = & x - 4 \\ & 300 & y & = 60 \\ (2) & x & = & x + 20 \\ & 300 & y & = 41\frac{1}{2} \end{array}$$

Clearing and eliminating:  
 $20x^2 - 78204 = 84000$ , which reduced gives  $x = 280$ . Hence, the distance from starting point to the post is 280 yds.

(1) Please give me a good program for a primary school—a school which includes from the Third Reader down to beginners. (2) Name some valuable works on Foreign Travel. (3) Mention the characteristics of the writings of George Eliot. (4) Do you think a teacher should be satisfied with his work if he is doing the very best he can?

A. J. E.

[(1) See next week's JOURNAL. (2) Butterworth's "Zig-zag Journeys"; Knox's "Boy Travelers"; "Bayard Taylor's By-Ways of Europe," "Central Asia," "Greece and Russia," "Lands of the Saracen," and "Travels in Arabia"; Frank Vincent's "Land of the White Elephant," and J. J. Hayes' "Cast Away in the Cold," and "Open Polar Sea." (3) Cool, calm, exact reflection of human nature, with much philosophizing. (4) No. The "best he can" may be wretched work. He should not be satisfied until he knows what he should do, how to do it, and that he is doing it.—Ed.]

I offer the following solution to "A Subscriber's" problem, Aug. 23: At the time given, Dec. 16, the first bill would have 14 days to run; the second, 56 days; the third, 96 days; and the fifth, 95 days. Applying ordinary rule, i. e. multiplying each sum by its number of days, and dividing sum of products by sum of payments, we have 68 days. Hence, the note should be payable in 65 days. There is an apparent absurdity in the question, i. e. in settling for a bill of goods 5 days before they were purchased.

H.

[Dec. 21 must be a typographical error. It probably should have been Dec. 12.—Eds.]

The boys together realized for corresponding sales (up to ten), two cents. The boy selling 3 for one cent closed out his apples at ten sales, and had realized ten cents. The boy selling at the rate of 2 for one cent sold twenty apples at the ten corresponding sales, realizing ten cents. Thus, both had disposed of 50 apples for twenty cents, leaving the last mentioned boy 10 apples on hand, which he disposed of at the rate of a half cent apiece, or 2 for one cent, or 5 for two and a half cents, or the 10 for five cents, making a total of twenty-five cents. The statement that both sold at the rate of 5 for two cents, is, therefore, incorrect.

C. B. G.



## EDUCATIONAL NOTES.

## TO SUPERINTENDENTS, INSTITUTE CONDUCTORS AND TEACHERS.

Our readers would like to know what you are doing. Will you not send us the following items: Brief outlines of your methods of teaching; interesting personal items; suggestions to other workers. Only by active co-operation can advancement be made. Thousands are asking for information and we shall be glad to be the medium of communication between you and them.

EDITORS.

**OFFICERS OF THE FROEBEL INSTITUTE.**—President—W. N. Hailmann, Supt. Schools, La Porte, Ind. Secretary—Miss J. L. Jones, Supt. Kindergarten, Eau Claire, Wis. Treasurer—B. B. Hutton, Supt. Institute for the Blind, Louisville, Ky. Counsellors—J. W. Dickinson, Secretary Mass. Board of Education, Boston, Mass.; Hon. Henry M. Barnard, Hartford, Conn.; E. A. Sheldon, Pres. State Normal School, Oswego, N. Y.; James MacAlister, Supt. Schools, Philadelphia, Pa.; F. W. Parker, Prin. Cook County Normal School, Normal Park, Ill.; Irwin Shepard, Prin. Normal School, Winona, Minn., and others.

**IOWA.**—The Johnson County Institute commenced Aug. 4th, at Iowa City, for a session of three weeks. Prof. Thomas M. Balliet, of the Cook County Normal School, and Supt. C. P. Rogers, of Marshalltown, Iowa, were the conductors, assisted by Rev. William Emmons and Prof. Shimek of the city. Prof. Balliet gave instruction in Reading and Psychology. He emphasized the importance of having a great deal of silent reading in our schools,—training the children in getting the thought of a book rapidly. He condemned much of the current class criticism in reading for the reason that it tends to make the child think of anything but the thought to be gotten. Supt. Rogers gave instruction in Language, and Mr. Emmons in Physiology. The Institute was divided into sections, or classes, and did thorough work.

**ILLINOIS.**—The examinations for State certificates were held Aug. 19-22. There were nine candidates present at Chicago; sixteen at Dixon; five at Bushnell; ten at Normal; nine at Springfield, and two each at Paris and Centralia—fifty-three in all, which is a larger number than has been examined in one year since 1876. Nineteen received certificates.—At the close of the Normal Drill under the direction of Prof. Kennedy, the annual county Institute of McDonough County commenced at Macomb, Aug. 11, for one week's session. The instructors were Prof. Crandle of the Bushnell, Business College, Prof. T. M. Balliet, of Normal Park, and Miss Mary A. Wood, of Lebanon, O. Prof. Balliet gave instruction in Psychology and Arithmetic; Miss Wood in Geography and History, and Prof. Crandle in Penmanship. Miss Wood emphasized the point that history ought to begin with the study of the simple social life of the savage, inasmuch as the child can most easily understand it and sympathize with it. The first aim ought to be to interest children in the subject. Prof. Crandle made the point that more stress ought to be laid at first on the correct movement in writing than on making the correct form of letters. He recommended the "whole arm, or shoulder, movement." Prof. Balliet showed clearly, with a class of small pupils, that teaching a little child to "count" is not teaching him number, but simply making him commit the names of units. He explained how "counting" stands in the way of learning number. In another connection he remarked: "Good methods are important, but they can not do the teaching; the Socratic Method is excellent, but unless there is also a Socrates to ask the questions, it is of little account."—The fall term of the Cook County Normal School opened Sept. 1st, with bright prospect for the coming year. Supt. Lane, of Cook County is holding a four week's Institute in the Normal School building. The instruction is given by members of the faculty of the school.

**INDIANA.**—The Jasper County Institute at Rensselaer was the largest ever held in the county, and every body went away in the best of spirits. Prof. E. E. Smith, of Purdue University, was the principal instructor. Lessons were given by W. A. Bell, George P. Brown, H. B. Brown, Cyrus Smith, State Supt. Holcombe, P. H. Kirsch and Charles Fagan. There were also evening lectures by a Japanese gentleman from Greencastle, and by Pres. George P. Brown, of the State Normal School, by Prof. E. E. Smith and by Supt. Holcombe. To Supt. D. M. Nelson is due much of the credit for the success of the Institute.—The attendance at the Putnam County Institute at Greencastle averaged about 140. The instructors were Miss Kate Huron, of Danville Normal; Prof. E. E. Smith, of Purdue University, and Prof. M. Seiler, of the State Normal. A lecture was given by Prof. Smith. Talks were also given by Prof. W. A. Bell and Prof. J. M. Olcott, of Indianapolis, and Supt. A. E. Rogers, of Hendricks County.—The La Porte County Institute was held at La Porte, during the week of Aug. 25-29th. The instructors were Professor Alexander Forbes, of Chicago, and Prof. T. M. Balliet, of the Cook County Normal School, Ill. Over two hundred teachers were registered. The attendance was larger than it had been any previous year. A very progressive spirit was manifested by the teachers, and a deep interest shown in the "New Education." Supt. Hosmer is a thorough, live and progressive man, and his influence is felt at all points in the school work of the county.

George W. White, formerly of New Hudson, is one of the new instructors in the Plainfield Central Academy.—W. F. Sharp, a recent graduate of Wabash College, has been elected Supt. at Oxford.—Mrs. Laura Gibson, of El Paso, Ill., has been elected professor of instrumental music at Butler university.—Prof. Alpheus McTaggart, formerly of Earlham College, who was to have taught in the high school, resigned to accept an offer to teach Latin in the State Normal School at Terre

Haute.—A. H. Kennedy, of Rockport schools, has been attending the Polytechnic School at Hoboken, N. J.—President Stott gives the opening address at Franklin College this year. Prof. C. H. Hall is home from the North Woods.

**KANSAS.**—Supt. J. H. Butler, of Coffeyville, has just closed a very successful Normal Institute at Garretts. The teachers are enthusiastic, capable, and earnestly striving to improve. The whole faculty of the Coffeyville schools, as well as a large number of others, are subscribers to either the JOURNAL or INSTITUTE. This shows an excellent educational spirit. We predict that both Supt. Butler and his teachers will be in demand outside their own county.

**LOUISIANA.**—The Commissioner of Education has requested the President of the Froebel Institute of North America to arrange for the World's Industrial and Cotton Centennial Exposition at New Orleans as an exhibition of the character and status of the kindergarten. Such an exhibit will involve an actual kindergarten in operation during the six months of the Exposition. The Exposition will furnish a building for the purposes indicated, the Bureau of Education will defray the expenses of transportation, but the funds for the conduct of the kindergarten must be provided by benevolent friends. \$3,000 will be needed. A portion of this sum is already promised. All who see in educational progress the safeguard of the free and humane spirit of our institutions are asked to contribute sums of five dollars or less. This may be sent at once to W. N. Hailmann, Pres. Froebel Institute, N. A., La Porte, Indiana. On the first day of November, or sooner, a corps of efficient teachers will proceed to New Orleans to take charge of the work during the six months of the Exposition. They will prepare monthly reports of the condition and progress of the work, and these reports, together with a monthly financial statement will be sent to all who may have subscribed two dollars or more to the fund.

**MASS.**—The Worcester County Musical Association will hold its twenty-seventh annual festival at Worcester, September 23 to 26.

**MINNESOTA.**—Miss Lucia L. Annis, of the class of '84, Mankato, goes into the Albert Lea high school.—Prin. Geo. H. Watt, last year at Detroit, is elected principal at Jacksonville, Jackson county, Oregon, at a salary of \$1,200.—Miss S. E. Sprague is secretary of the normal school section of the National association. President Irwin Shepard is one of the counselors of the association.—Miss Sarah E. Sprague is to take part in the institute work of the State, visiting such schools as may desire it, for consultation and help. She began her work August 28, at White Bear.

**MISSOURI.**—Com. Propst, of Adair Co., assisted by Messrs. Barnard, Steele, Johnson, Brummitt, and others held a very interesting institute at Kirksville recently. The citizens furnished entertainment free, and Com. Propst paid all incidental expenses, so the teachers were at no expense.—F. M. Conway assisted Com. D. Lewis in the management of Atchison institute. Prof. O. C. Hill, of Hiawatha, Kansas, conducted the exercises.—Barry Co. held a four days institute, managed by Com. N. L. Maiden.—Boone Co. teachers, at a recent institute at Columbus, passed a resolution making every public school teacher in the county a member of the institute and subject to its rules and regulations, and that every teacher must pay one dollar each year to employ a conductor.—Com. T. M. Wilson, of Cape Girardeau, Co., provided for a two weeks institute for the teachers of his county, and induced 43 to attend. An association was organized to meet once a month, with T. M. Wilson pres., and Miss Jessie Moon secretary.—Carroll Co. had an excellent institute, Com. J. C. Anderson in charge, assisted by Supt. W. D. Dobson, of Carrollton, and I. H. Brown, of Illinois.—Com. W. S. Allen, of Franklin institute, says that Prof. Norton hitched him in with prins. Cochran, of Washington, and Whitty, of Pacific, and made them pull all together until they knew no particular leader, all taking hold and working with a vim.—Harrison Co. institute had an average attendance of more than 100 for twenty days. Com. Morton is a successful manager, and Prof. G. A. Smith is a first-class conductor. Com. Morgan says that their motto is, "Educate the hand to do, the mind to think, and the heart to feel."

William Bridges will teach the Pleasant Green school in Johnson county.—Mr. E. A. Warner, formerly of Perryville, will be principal at Macon City the coming year.—Mr. Jas. England takes charge of the Malta Bend school. He has two assistants, Mr. Brady and Mrs. Hughes.—Prin. J. H. Maxwell has been re-employed at Piedmont.—Mr. A. J. Haynes has been selected principal of the Fairville school.—Mr. G. A. Stanley goes to Cainsville as principal.—Com. H. A. Gass, of Audrain county, has been re-employed as principal at Vandalia for the fourth time. His assistants for the present year will be Mr. W. H. Tully and Mrs. Gass.

**NEBRASKA.**—Coalfax County Institute, Profs. M. M. and H. N. Halleck in charge, continues well attended and interesting. Besides instructions in history, physiology, arithmetic and other common branches, Prof. H. N. Halleck gave a public reading which was greatly enjoyed. Several interesting debates occupied some of the evenings.

**NEW JERSEY.**—Prof. Geo. A. West, of Bound Brook, is president of the Somerset Co. Teachers' Association, the first meeting of which will be held Nov. 1. The teachers of this county are thoroughly in earnest, and determined to exert themselves to the utmost to make their teaching the very best possible.

**NORTH CAROLINA.**—The Charleston News and Courier says of the Teachers' Institute at Spartansburg:

"Among the educators from abroad who visited the Normal Institute were Prof. T. J. Mitchell, superintendent of the Charlotte, N. C., Graded schools, and Prof. Lynes, of Shorter college, Rome, Georgia, both of whom delivered a lecture before the teachers, which contributed much to the interest of the institute. Prof. Mitchell gave a talk on the methods of keeping children interested and employed in the school-room, and gave the following practical suggestions: 1. Singing; 2. Simple drawing; 3. Copying prose or poetical extracts; 4. Moulding geographical outlines in sand or putty; 5. Marching; 6. Calisthenics; 7. Framing sentences on a given topic; 8. Making outlines and analyses; 9. Preparing questions for a given lesson.—Mr. E. C. Branson, of Raleigh is the new Superintendent of the Wilson Graded school.—Rev. W. A. Rogers, of Ga., has taken charge of Yadkin College as president.—Prof. J. F. Brower has charge of the Rock Spring seminary at Denver, Lincoln Co.—Prof. J. L. Tomlinson, of the Winston Graded school, was married in Wilson, Aug. 5th, to Miss Mamie S. Adams of that place.—Mr. Robert P. Pell has been elected a teacher in the Raleigh Graded school.

**N. Y. STATE.**—The Fall session of Schuyler County Teachers' institute was held at Watkins, August 25 to 29. The instructors were: Professors James Johnnot, of Newark, N. J., and C. T. Barnes, of Little Falls, N. Y. The attendance was large during the week. Prof. Barnes discussed the subject of Geography, and presented his method of teaching it. Physiology was treated by Professor Johnnot in a series of familiar talks and lectures. The lecture of Professor Barnes, Tuesday evening, on "What shall we do with our boys and girls," was interesting and instructive. Wednesday evening Professors Johnnot and Chapin, of Ontario county, and Fred. Davis, Jr., of Watkins, addressed the teachers. Owing to the kindness of Prof. Johnson, of Watkins Academy, the teachers were enabled to see the circulation of the blood in the web of a frog's foot through his powerful microscope. At the close of the session, Friday afternoon, Commissioner Huff was presentation with a richly upholstered arm-chair, and a Bible by the teachers, as a token of their appreciation of his labors in their behalf for the last four years. It is the wish of the teachers of Schuyler county that he will again be elected to that position.—Prof. E. V. De Graff will conduct institutes at Ithaca, Sept. 29; Fort Plain, Oct. 6; Wayne Co., October 13; Monroe Co., Oct. 27th; Meadville, Pa., Oct. 30th; Lancaster Co., Pa., Nov. 10th.—Miss Emma F. Lay is the new preceptress of the Port Henry Union school.—Mrs. E. K. Hooker, late principal of Ingham University, has opened a private school in Batavia.—T. F. Pangburn, late of Wayland, is the principal at Scottsville.—N. D. Bidwell, late of Geddes, obtained the principalship at St. Johnsville.—J. A. Swarthout, for 14 years principal at Newtown, is the new principal at Fultonville.—Principal Pardee has resigned at Niagara Falls, and is succeeded by N. I. Benham.—Miss Ella Story, just graduated at Vassar, will be a new teacher in the Phoenix Union school.—Robert Eadie, of Guelph, Canada, succeeds Erastus Crosby in the First Ward school, Long Island City.—Miss Ida W. Prime has gone to Constantinople as a teacher in a school for young ladies.—A training class of one week begins at Glens Falls, Aug. 25, conducted by Supt. Williams, and principal Wm. J. Ballard, of Jamaica.

**OHIO.**—Prof. S. F. De Ford has been re-elected Supt. of schools at Ottawa for a period of two years. He now enters upon the fourteenth year of his service there. All the old teachers are again employed save one, who resigned.—Prof. F. E. Knopf has been re-elected Supt. of schools at Columbus Grove. This is his second year there, and he is doing good service.—Mr. N. O. Wilhelm writes us that 10,000 teachers, it is estimated, have attended the summer institutes in the State. Beside scores of lesser lights the principal instructors are: Professors White, Patterson, Mendenhall, Burns, Tuttle, and Harvey. In some of the institutes the highest order of work was done, and in others the object seemed to be to cram for the examination on the Saturday following. But this is the exception, and not the rule. There are many signs of growth in this State. The institutes are better attended; the teachers adopt the normal reading course laid down by the State teachers' association; or, rather by the reading circle formed there. Townships are hiring supervisors; the system of graduation in country schools is being adopted, and the teachers generally read educational books and papers. A confessed evil is the frequency of examinations all over the State, and the puzzling character of some of the sets of questions. The examining committee is appointed by the court, and when teachers or the right political complexion cannot be found, a doctor of an editor, or a supernumerary preacher, is appointed.

**PENNSYLVANIA.**—Prof. J. V. George, of Kutztown, has moved to Emaus.—Mr. F. R. Lichtenwalner has been appointed teacher of the Ruppsville school.—Prof. N. H. Barthold is reappointed principal of the schools at Freeland. One of his pupils, Miss Heiney, is teacher of the intermediate department.—Prof. A. H. Manderbach is principal of the Lansdale schools, and Miss Anna Wanner is one of his assistants.—Prof. Beard has been elected principal of the Lock Haven Normal School.

**TENNESSEE.**—On the 3d inst. a beautiful new school building, located near Ebenezer, Knox county, was dedicated and set apart for Christian education. The Rev. D. Sullins, D.D., president of Emory and Henry College, Va., made the dedicatory speech. Judge J. F. Lewis, Mrs. L. C. French, of Knoxville, and Revs. S. F. Longbottom and M. A. Rule, of Knox county, assisted in the exercises.—The summer normal institutes, held under the supervision of Supt. Paine, have



## EDUCATIONAL MISCELLANY.

FOR THE SCHOOL JOURNAL.

## VACATION SKETCHES.

BY S. D. BURCHARD, D.D.,

President Rutgers Female College, N. Y. City.

After having practically experienced Christian Union in the daily prayer meetings at Saratoga, I drank sufficiently at its health restoring fountains, at Guyser and Vichy. After seeing and enjoying everything there for two weeks, except the horse racing, the rum holes, and the gambling saloons, which we had no desire to see and could not enjoy, we took our departure over the country and through the cities of Pittsfield, Springfield, Worcester, Boston, and Fall River to Newport, the gayest and healthiest of all the watering places of the land. We were fortunate as to the time of our coming and the place of our tarrying, as we came at the gayest of the season, and we tarried at the Shore Cottage, close down by the sea. The visit of President Arthur and members of his cabinet, the maneuvers of the North Atlantic Squadron, the presence of war ships, both British and American, the sham battles, the lawn tennis tournament, the polo games, the Casino attractions, the Bennet masked ball, and the private entertainments in honor of the president have made the past ten days brilliant and distinguished in the history of Newport. Its ordinary attractions are by no means small. It is no mean island city by the sea. The old town is unique, reminding one of some of the old continental cities; its streets narrow, its buildings obtruding upon the side-walks, as though mother earth was parsimonious of her possessions in the olden time. Then there is the old Stone-mill, standing as firm and silent as to its use and origin as ever. There is the favorite beach, with its incoming waves, where morning ablutions are enjoyed and all sorts of grotesque costumes may be seen, and scenes of adventure, and of pleasure witnessed. Even if one has no desire to enjoy the luxury of an ocean bath, the sight of the bathers, their antics in the surf, the boldness of some, the careful timidity of others, their drenched and collapsed appearance, as they emerge from the water, and scud away to their several dressing huts upon the shore, make a tableau of life in the surf, exciting even to the beholders. We once greatly enjoyed surf-bath, but we have grown older, if not wiser, after an experience of too much venture and well-nigh drowning, we now feel safer on the shore than in the surf, and prefer ablution in quieter waters.

Newport has greatly changed within the past fifteen or twenty years. New and broad avenues have been opened from the city down to the sea, and the most costly private cottages have been built on either side, surrounded with the most beautiful lawns, adorned with clumps of trees, gravelled walks, choice flowers, and playing fountains. Of all the places we have ever seen, either in this or in foreign lands, as the spot where art and nature blend their beauties, where life is seen in its gayest and happiest phases, we are constrained to give the palm and the pre-eminence to Newport; of its moral and political aspects we do not feel competent to judge. We can say that like the President, though on a humbler scale, we received all expressions of courtesies and hospitality. We visited all places and mingled in all circles, worshipped at various churches, went to the bedside of sick, and up into the halls of music and of mirth, and found little to entertain and much to admire and commend.

A brief recital of more private interviews with somewhat distinguished persons will close our vacation experiences.

George Bancroft is confessedly distinguished as a scholar and an historian. He had been our companion in travels across the Atlantic, he had given us welcome in Berlin as our Minister to that capital, and now we renew our acquaintance in his own beautiful cottage on the sea. Next month he will be 84 years old, and still he seems as active and vigorous as when we last met, fifteen years ago.

We had the pleasure of a visit to Ida Lewis in her cozy little island-home. In her relation as keeper of the light-house, she has done gallant service, and saved more than a dozen precious lives. The government and private individuals have gratefully recognized her service in gold and silver medals, antique and precious gifts. She lives alone with her aged and widowed mother, and with her own hands still lights the beacon which warns incoming ships of danger.

We made our last call upon Miss Stewart, the artist, the only surviving child of Gilbert Stewart, who painted from life the portrait of Washington, which has given him undying fame. The daughter inherits, to a large extent, the genius of the father, and her life-like portraits attract many visitors and lovers of art to her studio. She is original and eccentric, successful and yet dissatisfied, not quite submissive to that Providence which appoints our lot. In theology we differed; in art, as a civilizer, as a refiner, as a real blessing to the race, we were one.

## NEW YORK SCHOOL OPENING.

Ten thousand children in excess of the 123,702 of the corresponding occasion last year, applied for admission to the free schools of the city on Sept 1st. Owing to the erection of three new buildings for their accommodation, there is room for all. New schools have been built and others repaired. One of the new ones is on Lexington avenue at Sixty-eighth street, another is on First avenue, extending from Fifty-fifth to Eighty-sixth street, and the third is on Pleasant avenue, at the corner of 119th street. They will be known respectively as Nos. 76, 77 and 78, and are marvels of sanitary and architectural skill. Additions have also been made to Grammar School No. 33, in West Twenty-eighth street, to Primary School No. 9, in First street, and to Grammar School No. 43, at 129th street and Tenth avenue, and every other school in the city has been likewise placed in thorough repair, or, if it has not, will be shortly.

School No. 77, which is the new one on First avenue, is considered a model. It is built of brick and sandstone to the height of five stories, and will accommodate 3,000 pupils, who will reach their classes by fireproof staircases of iron and stone. A double fire escape, with two entrances on each floor extends down one side of the building, and tubes connect every class room with the principal's desk, so that in any emergency he may be warned of it at once.

In the last fifteen years, from 1869 to 1884, the number of pupils at the public schools has increased from 80,000 to more than 130,000. The average attendance daily last year was 126,000, and that number will be augmented by 10,000 during the coming year.

The cost per year of the schools for the city is about \$4,000,000. The cost for 1883 was \$3,704,124.55. Compared with the other departments, the Police Department last year expended \$3,426,130; the Board of Public Works, \$2,554,900; the Fire Department, \$1,585,945. About one hundred and fifty new teachers will be appointed from the graduates of the Normal College and from those who have passed examination and been given licenses by Superintendent Jasper. There are already 2,826 lady teachers and 214 gentlemen, whose salaries range between \$700 and \$2,000 a year.

The Board of Education passed a resolution abolishing the colored schools, and have organized a grammar school to take possession of their principal building.

THE Italian peasants in the Cholera districts repel the doctors and prefer to trust in charms and superstitious observances. At Busca a girl was found dying in a filthy room in which two sheep were feeding from a nasty trough. The sheep were allowed to be there because of the superstitious belief that their wool would absorb the disease. The peasants are profound believers likewise in the powerful efficacy of processions. A serious tumult occurred August 26 at Lusca because the Prefect prohibited a procession. It was necessary to call out the military to quell the disturbance, and several of the rioters received wounds.

all been very successful.—The Tifton county Institute, held at Covington, created much interest. The principal work of the Institute was done by Capt. W. K. Garrett, of Montgomery Bell Academy, and Prof. T. C. Karns, Supt. of schools at Union City.—The Institute at Humboldt was a decided success. The instructors were Profs. Myndra and Grace, of Humboldt, Prof. Dupree, of Jackson, Capt. W. R. Garrett, and Prof. T. C. Karns. Miss Lura Bell, of Humboldt, had charge of the model primary school.—The Institute at Lewisburg, under the supervision of Co. Supt. W. T. Ownby, was a very decided success. Miss Graham, of Nashville, taught elocution and reading. Prof. S. V. Wall, of Chapel Hill, taught English and arithmetic. Prof. Weber, of Clarksville, taught chemistry and geology. Prof. Hardin, of Farmington, taught English grammar. Miss Maud Terrell, of Winchester Normal, taught the model primary school. Capt. W. R. Garrett taught history and geography. Prof. Bailey, of Nashville, taught music. The Institute was in session four weeks, and was one of the very best that has ever been held in the State.—The East Tennessee Normal Institute, located at Greeneville, opened July 28th and closed Aug. 8th, under the special charge of Prof. John L. Lampson, of the State Normal College, assisted by Miss Julia A. Doak, State Normal College, Prof. Charles Mason, principal Jonesboro graded schools, Prof. R. M. Alexander, Camp Creek; Mr. Earnest, a pupil in the State Normal College, and Frank M. Smith, Supt. Jackson City schools. The Institute opened in Greeneville Academy, but at the close of the third day was forced to obtain a larger building.

Prof. W. K. Jones, formerly of Martin College, Pulaski, has taken charge of a female school at Dallas, Tex.—Prof. W. L. McSpadden, of Rogersville, has been elected principal of the Greenville graded schools.—Prof. Weber, Supt. of Clarksville city schools, has resigned his position and goes to Montgomery, Ala.—Prof. T. C. Karns resigned his position as superintendent of Union city schools, and has accepted a chair in Carson College, located at Mossy Creek, Tenn.

**WASHINGTON, D. C.**—The Norwood Institute opens Sept. 26. The principals, Mr. and Mrs. Wm. D. Cabell endeavor to make their school a model home for young girls committed to their care.

**WEST VIRGINIA.**—Institutes, Sept. 1st: Wardensville, Hardy Co.; Obriens Fork, Braxton Co.; Mannington, Marion Co.; Kingwood, Preston Co.; Huntersville, Pocahontas Co.; Huttonsville, Randolph Co.; Webster, Webster Co.—Sept. 8th: Hinton, Summers Co.—Sept. 15th: Philippi, Barbour Co.—The Normal Teachers Institute to be held during the month of Sept., consists of five departments: Science and Art of Teaching, instructors Prof. E. V. DeGraff, Prof. F. V. N. Painter, Roanoke College, and Asst. Supt. Houck, of Harrisburg, Pa.; Drawing, Prof. G. E. Little, Washington, D. C.; Reading and Elocution, Prof. Robert Houston, New York; Music, Prof. Wm. B. Hull, Lancaster, Pa., and Penmanship, Prof. H. C. Spencer, Washington, D. C.; Prof. E. V. DeGraff is Director.

**WISCONSIN.**—The School of Industrial Design opened at Milwaukee, August 4th, by Charles F. Zimmermann principal. Saturday classes will be organized Sept. 13th, and continued through the year. The Preparatory Course consists of drawing from the blackboard, drawing from the flat copy of ornament, outline drawing from the geometric solids, drawing from objects, flowers and foliage from nature, elementary design, elementary geometry. The Elementary Course consists of outline drawing from groups of geometric solids, outline drawing from the cast, drawing from the geometric solids shaded in charcoal, drawing from the cast shaded in charcoal, use of draughting instruments, geometrical construction, elementary projection, orthographic and isometric, linear perspective, shading and tinting with the brush, details of construction, elementary structural drawing, analysis of plant forms, analysis of historic ornament, principles of design, modeling in clay. The Advance Course consists of drawing details of human figure from cast, drawing human figure from the antique, orthographic projection, mechanical drawing, architectural drawing, theory and harmony of color, study of historic ornament from the flat and the round, applied designs, modeling in clay.

C. H. Keyes, Secretary of the Wisconsin Teachers' Association, resumes the principalship of the public schools, of River Falls.—Mr. John Tatlock, Jr., assistant at the Washburn observatory, in the University of Wisconsin, has gone to Beloit, as director of the Smith observatory, connected with the college.—Miss M. H. Howe, of Oregon, a graduate of Wisconsin University, has been appointed first assistant in the high school at Janesville.—Rev. Pease Pinch has accepted the office of superintendent of public schools in the city of Baraboo.—Among the changes in principalships in the state, this year, not heretofore noted, are the following: C. F. Ninman, of Watertown, takes the school at Sauk City, in place of E. C. Wiswall, who goes to Prairie du Sac. H. F. Howell, of Clinton, takes the school at Menasha, in place of E. G. Haylett, who goes to Sheboygan. G. E. Cabinis becomes principal at Viroqua, and Mr. Chas. M. Fox, of Muscoda, succeeds Mr. Cabinis as principal of the "Rock" school in Platteville. Prof. U. W. Lawton, of Jackson, Mich., succeeds Prof. W. H. Beach at Beloit, who goes to Madison. J. H. Gould takes the school at Geneva Lake, and Wm. E. Ritter succeeds Mr. Gould at Oconto. Allen B. West succeeds J. S. Thomas, at Reedsburg. J. Handschlegel takes the school at West Bend. Milton Nelson, a graduate of the University, becomes principal at New Richmond, and Geo. F. Wells at Marshfield. Mr. W. H. Richardson, of becomes principal of seventh ward school, Milwaukee.

THE noblest courage is the courage to do right.—LIVY.



## THE COLUMBIAN INSTITUTE.

This is the first institution for the treatment of chronic diseases ever established. The City of New York has thus set an example that ought to be followed in every large city in the world. The plan is to gather under one roof all the appliances and skill attainable for the cure of rheumatism, malaria, etc. For it must be remembered that the physician who undertakes to treat these at the home of the patient lacks needful appliances even if he possesses the requisite skill. The institute is located at 142 East 34th street. It has a board of trustees and a medical board of skillful professional physicians, at the head of which is Dr. Henry A. Hartt, who has a remarkable experience extending over forty years. He adds to the usual remedies a most skillful application of electricity—the static electricity, as well as the use of baths and massage. The success met with already is really remarkable and encouraging in the highest degree. The physicians of the city saw the establishment of such an institution would be of great advantage, and endorsed its plans. Money was subscribed, and a beginning made that warrants the attempt to build an establishment as large as St. Luke's, or the New York Hospital. It is not intended as a home for invalids or incurables, but as a place for curing such as may, by the highest skill, be cured. The record of the institute under Dr. Hartt, assisted by a carefully selected board of eight skillful physicians, is truly remarkable. Men and women have come despairing of health and happiness, and now are in the enjoyment of both. It has accomplished great things, and when enlarged as is contemplated, so as to accommodate those who need its aid, it will realize the dream of the scientific and humanitarian physician who hungers and thirsts to cure, but lacks the costly and numerous appliances needed for the purpose.

## OBITUARY.

The death of Secretary Charles J. Folger occurred on Sept. 4. His illness from overwork had been reported, but no one supposed it to be so serious. He refused to have his children notified, fearing the news would increase the illness of his daughter and unduly alarm the public.

Charles J. Folger was born in Nantucket Island, April 16, 1818, educated at Hobart College, Geneva, N. Y., admitted to the bar and began practicing law at Geneva. He served two terms as Judge of Ontario Co., and was distinguished for his integrity and fidelity. He was three times elected to the State Senate, where he became known as the opposer of all lobbyists and jobbers. He was afterward appointed Sub-Treasurer at New York, then elected Judge of the Court of Appeals, in 1881 appointed to a seat in the Cabinet as Secretary of the Treasury. In 1882 he was the Republican candidate for Governor of New York, but was defeated. This was due to no opinion that he lacked personal qualifications for the office, but to dissatisfaction with the proceedings of the nominating convention.

He could not conscientiously sign papers without examining their contents. He listened as kindly and attentively to the grievances of a poor chairwoman as to the applicant for millions. Up to the day of his death he attended to Treasury matters, saying that great responsibilities rested upon him and must not be neglected. The public has lost a most conscientious and faithful servant.

The section of country reached by the Ontario and Western R. R. is especially attractive to thousands who wish to see nature in all its picturesque beauty and wildness. You pass along the west shore of the mighty Hudson river until Cornwall is reached, and in this ride of sixty miles there is no end of charming views. Thence you go west to Middletown, the center of the famous Orange district, known the world over. Now the road bends to the north, enters the Shawangunk mountains, and emerges in the Neversink valley. The towns and farms are picturesquely located. This whole country is full of attractions, and promises the richest return for those who wish to see nature in reality. The mountain scenery is surpassingly fine. The streams yield trout; the walks and rides furnish abundant opportunities for enjoyment. While it is late in the season for the teacher to think of the country, it is not too late to bear in mind this wonderful spot for 1885. We shall suggest to Mr. J. C. Anderson, the general passenger agent of the road, to issue excursion tickets, with special reduction to teachers, in order that this attractive section may be visited. Several of our best artists are still sketching there—in fact, it is a great resort for them. The Ontario & Western R. R. reaches a vast number of places in Sullivan, Delaware and Ulster counties, accessible by no other means. Besides, it has excellent locomotives and coaches, and is well managed in every way.

THE conference of the European powers on the Egyptian question resulted in nothing. France refuses to agree to England's financial proposals. The Egyptian minister of finance, acting under instructions from England, has issued a circular to the fellaheen, insisting on the payment of the arrears of taxes. To meet the demand, the unfortunate people will have to sell their growing crops at a sacrifice of forty per cent.

SOME newly discovered manuscripts of Beethoven have been found at Leipzig—two cantatas—one a mourning for the Emperor Joseph of Austria, and the other in honor of the elevation of Leopold to the throne. They have been examined by competent critics, and are pronounced genuine.

## FOR THE SCHOLARS.

For the SCHOOL JOURNAL.

## FOR RECEPTION DAY.

## A GREETING FROM THE PRIMARY COLORS.

To the Teacher: Each pupil should be dressed in the color mentioned, and all the class arranged in a curve, the order of the colors in a rainbow being carefully observed. After the recitations are over, an object lesson on colors could profitably be given. The order of their arrangement should be fixed in the mind, so that each member can give them rapidly, *v, i, b, g, y, o, r: or r, o, y, g, b, i, v.* Thus a valuable lesson can be incidentally learned.

## First Pupil—Red—Joy:

"You are wondering why I am dressed in red this evening. It is because I am so glad you are here, because we like to look at you better than you at us. I am glad you have come to see our school, our pictures, our books, and our teacher. I am happy about everything to-day. It seems as if I could run and jump and laugh and play all the time, and because I am so happy, I suppose, is the reason why they have chosen me to give you a real, whole-hearted red welcome.

## Second Pupil—Orange—Love:

"My nice warm color means love. It shows what I think about everybody this evening. I never loved my dear friends and school mates and you all so much. I am just full of love—just as full as the heavens are of stars, and the beautiful fields are of flowers in the summer. The fishes love each other, I do believe; I know the little lambs do, and I have seen even a cow kiss her little bit of a calf. Why shouldn't she? Doesn't my mamma kiss me?

"I do not know how little girls could get along without love. We welcome you all to loving hearts. We know we are not perfect, but we can love you all the same."

## Third Pupil—Yellow—Sympathy.

"My color you see is soft and tender. It does not look as if it would hurt anything, does it? Neither would I. I cannot bear even to see anything hurt. It makes me almost cry to see horses whipped and made to work so hard. How I would like to own them all, and keep them in a great large pasture where they could run and play and only have to work once in a while. And then I'd like to have a great house, O! a very, very large one—large enough to hold all the poor children in the world who have no good fathers and mothers to take care of them, and who are cold and hungry most of the time. O! I'd like to make everybody happy. I cannot bear to see anyone sad. I am glad there is no one here to-night who looks sad; I should be sorry if there was. But now you all look so glad and happy that I am glad and happy too.

## Fourth Pupil—Green—Jealousy.

"I am not glad and happy. She didn't see me, I guess, when she said everybody was happy. How can I be happy when all the other girls have prettier dresses than mine. Lulu Gray told Eva Hurst that she looked just sweet in that lovely red dress, and nobody told me I looked nice. There's Bess Smith; she never does as well as I do, but the teacher and all the girls always want her with them. Now do you think it is fair? You wouldn't like to have somebody else treated better than you, would you? No one treats me as I ought to be treated, and that is the reason why I don't feel happy."

## Fifth Pupil—Blue—Vanity.

"Don't you think I look just lovely? Just see what a pretty shade of blue this is! and it is so becoming to me—Aunt Fanny said it was. She said I would be the prettiest girl here to-night, and I think I am, don't you? I thought you would like to look at me, or I would not have come, for my friend, Mary Johnson, has a party to-night, and they all wanted me to go there. They say they can't have a good time without me. Perhaps I'll go after I leave you. I am glad to see you here to-night. I wouldn't have had my new dress if you hadn't been coming. I do think it is so lovely! and this gold chain isn't it sweet? I must go now or I shall be too late for the party. Good night!

## Sixth Pupil—Indigo—Grief.

"I do not wear a gay dress to night, for I do not feel gay. I am glad to see you, but I cannot say anything to make you glad, for I feel so bad. I did something wrong to-day. Let me tell you what it was. I was playing with Agnes Fellows. We both had our dolls, and we played, my doll was Queen Victoria, and her doll was Queen Victoria's cook. The cook had on a calico

dress and a big apron, and her hands and apron were all dirt, for she had been making sand pies for Queen Victoria. Well, I put Victoria in the carriage for a ride, and Agnes said her doll must go too. I said no. How it would look for the cook to, ride out with the Queen! But Agnes said her doll was just as good as mine, and she put it in. I was mad and pushed her doll. And what do you think? It fell on a stone and broke, and now poor Agnes has no doll. She cried and ran home, and I cried too. I guess I'll give her Queen Victoria. It will break my heart I know to part with her, but I must do it. I'll go and do it right away before I think I can't. Good-bye!"

## Seventh Pupil—Violet—Hope.

"I hope you like my color; it is not very bright, but it is such a sweet pretty color. It is the last color in the rainbow, but they say there may be colors beyond the violet that we cannot see. We can enjoy those we have now, but perhaps some day we shall be able to see and enjoy many more. Every day I find something new to make me happy, and so I always expect something better yet. We have had a good time here to-night. We were glad to see you and you were glad to see us, but by and by, when we grow older and wiser we shall be able to do better when you come. I hope that we shall all grow better as we grow older. I hope to grow up and become a useful, happy woman, and do a great deal of good, and I hope to make a great many happy. The best color is hope. If I should tell you all I hope for it, it would keep you all night. We hope to meet you all again. We hope you will come often to our pleasant school room, and next time we hope the primary colors will do better. Good night!"

## GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

WHO has most? He who desires least.—SENECA.

Look at the bright side! Recount all thy joys;

Speak of the mercies which richly surround thee;

Muse not forever on that which annoys;

Shut not thine eyes to the beauties around thee.

If there's a right thing to be done, and we seem to pass through a wrong thing on our way to it, depend upon it, there's another way to it, and a better one, and it is our own fault, and not God's, that we do not find it.—EDWARD GANNETT.

WHO is wise? He that is teachable. Who is mighty? He that conquers himself. Who is rich? He that is contented. Who is honored? He that honoreth others.

No endeavor is vain;

Its reward is in the doing,

And the rapture of pursuing

Is the prize the vanquished gain.

—LONGFELLOW.

## NOTEWORTHY EVENTS AND FACTS.

## FOREIGN.

China has placed placards declaring war with France, in the streets of Peking, and is entering into the war in earnest. She has sent three armies into Tonquin it is reported, and is preparing to defend Peking.

England embarked 700 soldiers to Egypt, but the expedition already proceeding up the Nile is impeded by the falling of the water.

The Czar has taken a trip to Warsaw, accompanied by a large guard.

The Italians continue panic stricken over the cholera; one official became insane from fear of it. Trade is injured.

There are rumors that Mr. Henry N. Stanley is going to Egypt, and that his journey has relation to the relief of Khartoum.

An English gunboat was fired on by the Chinese through mistake.

## DOMESTIC.

Charles J. Folger, Secretary of the U. S. Treasury, died at his home in Geneva, Sept. 4th.

Bishop George F. Pierce died at Sparta, Ga., Sept. 3rd.

Vermont and Maine have held their elections and carried the Republican ticket.

The starving Indians in Montana Terr. threaten to go on the war path.

The electrical exhibition opened in Philadelphia, Sept. 2nd. There is a great collection of appliances of all sorts, showing the applications of electricity to the needs of the world.

A great fire broke out in Cleveland Sept. 7th, traversing 65 acres of land, and destroying millions of dollars worth of property.

Sec. Chandler has determined to raise the Tallapoosa.

President Runyon and Cashier Hill, of the New Brunswick N. J. National Bank, committed suicide rather than bear the disgrace of their crooked transactions.

The N. Y. city Aldermen reconsider their vote of last week, and conclude not to give away the Broadway railroad.

The American Social Science Association holds its meetings this week at Saratoga Springs, Gen. John Eaton, President.

Speeches of fraternal feeling were made by the British and American scientists at the meeting of the American Association in Philadelphia.

## HORSFORD'S ACID PHOSPHATE.

## UNEQUALED.

Dr. R. M. Alexander, Fannettsburgh, Pa., says: "I think Horsford's Acid Phosphate is not equalled in any other preparation of phosphorus."



## BOOK DEPARTMENT.

## NEW BOOKS.

**WHITE'S SERIES OF INDUSTRIAL DRAWING FOR SCHOOLS.** New York: Ivison, Blakeman, Taylor & Co.

Teachers are constantly inquiring for a good system of drawing, drawing-cards, and a teacher's guide. All these wants are met in White's Series. For the Primary teacher there are the Primary cards, intended for slate and blackboard work the first two years. Primary Book No. 1 treats of straight lines, horizontal, vertical, and oblique; angles, triangles, quadrilaterals, enclosed figures within quadrilaterals, regular polygons and figures based upon the same, familiar objects, as bottle, flower-pot, tin-can, envelope, etc., made up of plane geometrical figures, and ornamental figures, and ornamental figures illustrating symmetrical arrangement. Primary Book No. 2 treats of simple curves, balanced curves, ornamental curvilinear figures, and familiar objects employing simple curves. A few outline leaf-forms are introduced.

One important feature in White's Drawing Series is the use of guide points. Slates with points cut upon one side are also prepared to go with the course.

Exercise books made of Manila paper with alternate dotted and blank pages are numbered to correspond with the copy-books. Additional exercises may be given in these books. The Teacher's Guide, part 1, gives definite instructions in methods and line of work to be followed with the cards, Primary Books, and with Exercise Book No. 1. It also outlines the amount of work to be done each month for the first three years of school, and is fully illustrated with figures for teacher's use. The Grammar School course consists of Book No. 1, for the first year of a grammar school course, which reviews the principles of the two preceding books, and advances rapidly to figures more difficult; No. 2, which begins with the ellipse and elliptical figures and includes spirals and work based on the same. In this number the proper method of conventionalizing a natural leaf is shown, and conventional leaf-forms are applied in ornament. Single working views of a few simple objects are shown. No. 3 continues the work of No. 2, and introduces applied floral designs. No. 4 continues the working views. No. 5 represents some of the principal features of the three leading schools of historic ornament—the Egyptian, the Greek, and the Roman. No. 6 further treats of historic ornament, original designs for carpets, stained glass, iron fences, encaustic tiles, etc. Exercise Book No. 2 accompanies the Grammar School Series. Teachers' Guide, Parts II and III covers the work of numbers 1 to 6, gives plans of each month's work, and numerous illustrations, with special directions for use of Exercise Book No. 2. Then there are two Model and Object books, A and B, which give illustrations of proper methods of placing the objects, with instructions in drawing directly from the objects. B introduces groups of objects and shade and shadow. No elaborate sets of models are necessary, only the simple things to be found in any school-house in the country. Another book (Projections) introduces the use of the scale, and the methods of showing all dimensions of an object by means of two or more working views. The High School course comprises Book No. 7, which deals with the elementary problems of Geometry and the combination of right lines as used in constructive drawing; No. 8, advanced geometrical problems—circles, inscribed and circumscribed polygons, etc.; No. 9 (Perspective), problems requiring but one vanishing point; and No. 10, Angular Perspective. A Teachers' Manual for Nos. 7 and 8, furnishes all the instructions needed in teaching them, and a Key to Perspective contains the solutions of the extra problems for pupils, given in Nos. 9 and 10, and a general discussion of such terms, rules, and principals of perspective as the learner will encounter in the books.

**A PRACTICAL SYSTEM OF BOOKKEEPING** by Single and Double Entry: Containing Forms of Books and Practical Exercises, adapted to the Use of the Farmer, Mechanic, Merchant, and Professional man, to which is added a Variety of Useful Forms for Practical Use, viz.: Notes, Bills, Drafts, Receipts, etc., etc. Also a compendium of Rules of Evidence Applicable to Books of Account, and of Law in Reference to the collection of Promissory Notes, etc. By Levi S. Fulton and Geo. W. Eastman. Revised Edition. Troy, N. Y.: H. B. Nims & Co. New York: A. S. Barnes & Co. 1883.

**Blank Books.** Arranged for the Writing up of the Merchant's Forms: First Form Double Entry, Day-Book, Journal, and Ledger. Second, or Retailers' Form, Double Entry, Duplicate Copies of Journal will

be required. Third Form Single Entry, Day-Book, Journal and Ledger.

**Blank Books.** Arranged for the Writing up of Mechanics' Forms. First Form Account Book for the Farmer. Second Form Day-Book and Ledger for the Mechanic. Arranged for Fulton and Eastman's System of Bookkeeping.

The design of this series, as will be seen by the title pages of these books, is to furnish mechanics, farmers and merchants with some of the simplest forms and methods for account keeping. Simplicity and practicability is accomplished with a view to adapting the book to beginners as well as to advanced students.

**PART FIRST** is devoted to Single Entry Bookkeeping, and contains:

*First*—A form for farmers, which shows in a simple and direct manner how farm accounts may be kept. Practical exercises also are given to test the student's knowledge of the work passed over.

*Second*—A form for mechanics, consisting of a Day-Book and Ledger, the latter containing a classified record of all personal accounts. Memorandas follow, which are to be worked out by the students after the forms are understood.

*Third*—A form for merchants, consisting of a Day-Book, Journal, Ledger, Cash-Book, and Bill-Book, intended for use in a small retail or manufacturing business. The forms given are fully explained, and are followed by memorandas. The Journal presented in this set is specially valuable as showing how the Day-Book may be journalized monthly, by which may be saved much space in the Ledger and much labor in the posting.

**PART SECOND** is devoted to Double Entry Bookkeeping, and contains a full explanation of the principles upon which that science is based. The first set and the memorandas which follow it, require for their use the Day-Book, Journal, Ledger, Cash-Book, Bill-Book, Invoice-Book and Sales-Book, and are intended especially for mercantile business.

The second set introduces the Journal Day-Book, by which is saved the labor of keeping a Day-Book separate from the Journal. It also contains a Balance Sheet, in which form a condensed statement of a merchant's account may be made.

**PART THIRD** contains a collection of valuable business forms and legal papers, which will be found of practical use by the farmer or merchant. They were prepared for this book by a reliable lawyer, and may be considered correct in every respect. In conclusion, is given the names of the different Ledger titles used in the book, with the number of lines required for the various accounts in each set. It will be found of great value to students, as it will enable them to determine beforehand the space required in the Ledger by each account.

These series have been largely used in all parts of the country for several years. No system stands higher in the estimation of expert accountants.

**THE GREAT COMPOSERS.** By Hezekiah Butterworth. Boston: D. Lothrop & Co. Price, \$1.00.

The material in this volume is designed to interest young people in the lives of those whose names are significant in music. "Handel, the father of the Oratorio;" "Haydn and Mozart," "Beethoven and the Symphony," "Mendelssohn, Chopin, and Piano Music," Liszt and Rossini, are the titles of some of the chapters. Information upon the growth of music from 1000 B. C., and sketches of hymn-writers of the past and present complete the contents of this volume. Its illustrations and general appearance will highly recommend it to the class for whom it is prepared, and the general public also.

## LITERARY NOTES.

The announcement appears of the engagement of Mr. F. Marion Crawford, the novelist, to Miss Bessie Burden, of Troy.

General Grant is preparing for the *Century* a series of articles on the battles in which he participated. He is said to be at present engaged upon a paper on Vicksburg.

The *September Magazine of American History* contains two unpublished letters from John Adams to Elbridge Gerry in 1784 and 1785, and much that is important and entertaining.

It is said that the leaf in the marriage register in Hathom church on which is inscribed the name of Charlotte Bronte, has been so often handled by American travelers that it is falling to pieces.

Mr. George Alfred Townsend (Gath), author of "The Entailed Hat," expresses his great surprise that the

critics have read his novel, "I never had the least idea," he writes, "that critics read books."

When, in 1836, Dickens was called before an audience as the author of the book of a successful opera, by John Hullah, he wore a crimson velvet waistcoat, a swallow-tail coat with guilt buttons, a black satin stock, two breastpins, a huge gold chain cascading over his person, black trousers, and yellow gloves.

Dr. Hammond, the author of "Lal," has just enlightened the world, through the *New York Commercial Advertiser*, concerning the requirements of the true novel, and, with a modesty eminently characteristic, proclaims that Messrs. Howells, James, and Aldrich, do not know how to write novels, but he does, and he generously tells them.

The *Philadelphia Press* having said that "the South buys 1,000,000 copies a year of Webster's spelling-book; she must use them for gun-wadding," the *Richmond Dispatch* replies: "She does—in teaching the young negro idea how to shoot, although the *Press* would have the country believe that the negro has no educational advantages worth speaking of in the South."

Among the most pleasant of recent literary occasions is the seventy-fifth birthday of Dr. Holmes, remembered appropriately by so many of his admirers. The special "Holmes Number" of the *Critic* was one of the most delightful of these memorials, the entire number being composed of contributions by distinguished men, commemorative of the anniversary.

Mr. W. D. Howells will contribute to *The Century*, during the coming year, a series of descriptive papers on the life, society, customs, etc., of the cities of northern Italy. The opening article in the October number will be "Lights and Shadows of Army Life," an anecdotal and reminiscent paper, by George F. Williams, the well-known war correspondent during the Rebellion, and author of "Bullet and Shell."

Speaking of novels, the *Golden Rule* says: "Very many of these contain the most excellent lessons, worthy of imitation in every-day life. They are stimulating, instructive, and in every particular good reading. They point out many of our social and society defects in a way to make us realize their deformity, while many teach wholesome lessons of right living and even of religion. Such books cannot do harm, though the web of the story be the veriest fiction."

Judging MSS. for Publishers.—"In reading MSS. for publishers," recently remarked one of the most experienced literary "tasters" of Boston, who reads for firms of both New York and this city, "I frequently am obliged to decline for one firm what I would advise another's publishing. A book must be in the line of a publishing house to be successful. In the channels which are supplied by one publisher a novel would be a dead failure, when, if sent out by another house catering to a different taste and possessing a different clientele, it might achieve a brilliant success. The talk about the rejection of a noted book by various publishers may mean merely that it was some time in finding the man who could make a go of it. I fancy this is far more often the fact in regard to books which make a great reputation, and are then said to have been refused by various publishers, than that their merits were not appreciated. It is from no want of insight on the part of these publishers or their readers, but from a clear understanding of what is in their line and what is not. A good many books, too, are much modified in MSS. 'A Reverend Idol' was cut down about a third; 'The Entailed Hat,' just out, was curtailed still more, while many a book said to have been refused has been so rewritten as practically to be a new work. It is astonishing, too, how many MSS. are almost good enough; and from this it follows that new 'tasters' are apt to recommend a far larger proportion than more experienced readers. It is necessary to train one's self to sacrifice any amount of goodness if it is below the proper standard, and this is not easy to do coldly, especially as the standard is rather indefinite, and easily moved down to fit especial cases, by inexperienced and tender-hearted 'tasters.' It is wearing and heart-breaking work at best, although as in everything else, one gets somewhat hardened in time."

## IT WILL COST YOU NOTHING.

To get an honest medical opinion in your case, if you are suffering from any chronic disease, as Consumption, Neuralgia, Catarrh, Rheumatism, etc., from Drs. Starkey & Palen, 1106 Girard street, Philadelphia, who are making wonderful cures with a new treatment for chronic diseases. Write to them and give a clear statement of your case. They will answer promptly as to your chances of relief under their new Vitalizing Treatment. It will cost you nothing, as no charge is made for consultation. If, however, you do not wish to consult them at present, drop a postal card asking for their pamphlet, in which you will get a history of the discovery, nature and action of their new remedy, and a large record of cases treated successfully. Among these cases you may find one exactly resembling your own.



# BEST BOOKS YET PUBLISHED.

## CAMPBELL'S READING SPELLERS, ALLEN'S COMPOSITION BOOKS.

*Highly Commended as meeting with a want long Experienced by all Progressive Teachers.*

### —PRICES.—

	EXCHANGE.	INTRODUCTION.	WHOLESALE.
<b>CAMPBELL'S FIRST BOOK.</b> Arranged for Primary Schools. Each.	.12	.20	.28
" <b>SECOND BOOK.</b> Arranged for Grammar Schools. Each.	.22	.30	.40
<b>ALLEN'S HOW TO THINK AND WHAT TO WRITE.</b>			
<b>BOOK No. 1.</b> Arranged for Primary and Grammar Schools. Per Dozen.		.80	1.00
<b>BOOK No. 2.</b> Arranged for Grammar and High Schools. Per Dozen.		.80	1.00

### SPELLERS.

Among all the ways of learning to spell that have come to my notice, I think yours is the best. Your book, however, will have some important advantages in addition to what is claimed in the title. WM. L. DICKINSON, late Supt. Public Schools, Jersey City and Hudson County, N. J.

By preparing the work you have supplied a long felt want.

GEORGE W. WEISS, County Superintendent, Schuylkill Haven, Pa.

With the aid of this book pupils will, at the same time they are learning to spell and pronounce words, learn much of their meaning and use, together with a valuable fund of general information.

W. H. BAKER, Superintendent, Huntington, Pa.

I consider the plan, matter, and arrangement of your Reading Spellers excellent.

GEORGE H. DESH, Superintendent, Bethlehem, Pa.

I have examined the "Reading Speller," by Prof. Campbell, and consider it an excellent work—one which is founded on correct principles and well executed.

H. L. MATHEWSON, Principal Graded School, Miford, Ct.

With reference to your books I will say they stand without a parallel.

S. S. WOODWARD, Linn Flat, Nacogdoches County, Texas.

The "Reading Speller" has my warmest commendation. The plan is excellent and the matter is well chosen.

D. M. SENSING, State Normal School, Westchester, Penn.

DEPARTMENT OF PUBLIC INSTRUCTION, JERSEY CITY, November 27, 1882.  
I have read with much interest the manuscript of your little treatise called "How to Think and What to Write." I think it is a very successful attempt to open up a short and easy way by which children may learn to have thoughts and express them in good English.  
W. L. DICKINSON, Superintendent of Schools.

Having given the Composition Blanks a practical trial, I can conscientiously say that I have obtained better results from their use than I ever have from any other.

They certainly teach "How to Think and What to Write."

F. L. STILES, Prin. Franklin Grammar School, Rahway, N. J.

Miss Allen's Composition Blanks are a success. They lead the pupil by such natural and pleasant ways that the best results are secured, and the subject is rendered most attractive.

CHAS. A. HOYT, Prin. Grammar School No. 8, Jersey City, N. J.

After a careful examination of "HOW TO THINK AND WHAT TO WRITE," by Miss E. A. Allen I am prepared to say that the plan underlying the work, and the execution of the plan, are both of very great merit.

C. W. RICHARDS, Principal High School, Oswego, N. Y.

I have examined your books, "HOW TO THINK AND WHAT TO WRITE," and think them just the books to be put in our schools.

S. R. MORSE, Supt. Public Schools, Atlantic County, N. J.

Send for Specimen Pages to

**DANIEL VAN WINKLE, 88 Chambers Street, New York.**

READERS IN COURSE OF PREPARATION.

**Choral Worship,** L. O. EMERSON'S, new book for Choirs, Singing Classes, and Musical Conventions.

A large, first-class new book of 300 pages, with fresh bright, spirited music. 100 pages of Elements, 75 pages of Hymn Tunes, 100 pages of Anthems and a large number of fine Glee and Concert Pieces.

Price \$1; Per Doz., \$9.

**Song Worship,** a new and collection of Songs for SUNDAY SCHOOLS, by L. O. EMERSON and W. F. SHERWIN.

The hymns and tunes are by the best talent, and the book is one that is fully up to the requirements of the most advanced taste. Do not fail to examine it. Single specimen copies 25 cents.

Price 35 cents, or \$30 per hundred.

**The Model Singer,** a new book for SINGING CLASSES, by W. O. PERKINS and D. B. TOWNER.

Contains an excellent Singing School Course, filling 192 pages, including 124 Exercises, 57 Glee and Part Songs, 29 Hymn Tunes, 18 Anthems, and 4 Chants, also a Modulator, and Manual Signs.

Price 60 cents, or \$6, per dozen.

**The Star Chorus Book,** a new and superior Collection of Choruses, Sacred and Secular. For Musical Societies. By W. O. PERKINS. 168 pages, large octavo size. 36 Choruses. Price \$1; per dozen \$9.

In Press, a new High School Singing Book, by L. O. EMERSON. Wait for it. Any book mailed for retail price.

**OLIVER DITSON & CO., Boston.**

CHAS. H. DITSON & CO., 88 Broadway, N. Y.

## OUR SONG WORLD

A New Book for Singing Classes, Institutes and Conventions.

By GEO. F. ROOT & C. C. CASE.

### CONTAINS

The finest Elementary Lessons, both in quality and grading, that have ever appeared in any book.

The Best of simple Part Songs, Tunes and Anthems with beautiful Glee and Secular Choruses, crowned by the brilliant "Italia."

Effective Music for Class and Concert Work, from that which "sings itself," up to Gounod's "Unfold Ye Portals."

Take the book all in all and it is one that will make class teaching a pleasure and delight to Teachers and Pupils.

Price, 60 cents, each by mail, postpaid; \$5.00 a dozen by express, not prepaid. Specimen Pages Free.

PUBLISHED BY

**JOHN CHURCH & CO.,**  
CINCINNATI, OHIO.

## ILLUSTRATED

# GRAMMAR CHART.

A Revolution in the Art of Teaching Grammar.

Grammar is the art of expressing our thoughts correctly in speaking or writing. Any one can accomplish this by giving the ILLUSTRATED GRAMMAR CHART one day's study; and he will, in this short time, attain a greater perfection, a more thorough knowledge of the English language than he could secure by many tedious years of study from the common text-books of the country.

"It is the simplest, shortest, most pleasant, comprehensive, and only practicable plan for learning the grammar of our language."—Eve Post.

All that is practically useful of the Science for

The Illustrated Grammar Chart is in the form of a circular diagram, showing in a concise and clear method the various relations of the parts of speech. It is, in fact, the system of Object Teaching applied to Grammar.

The Illustrated Grammar Chart is adopted by all the School Boards of this vicinity also in Manchester, Leeds, etc., England.

Price, on fine superior finished Card-board, \$12.00 per Hundred.  
" " common Card-board, etc., 100.00 " Thousand.  
" " " " " 7.00 " Hundred.  
" " " " " 80.00 " Thousand.

Single Copies of either kind sent by mail on receipt of 25 cents.

200 pages of scattered confusion condensed into one page of perfect simplicity. Such is the

**ILLUSTRATED GRAMMAR CHART, Published by  
SALAMONSKI & DOWNEY, 243 Broadway, N. Y.**

## HOW TO STUDY U. S. HISTORY.

A Book to Aid Teacher and Pupil.

It shows the teacher the best way to teach the pupil how to study his lessons; How to picture the events on his mind; Find the prominent facts needed; Find rare points and objects of historical interest; Make history the most interesting study; Use and make "Quer Queries." "Filling Teacher and Pupil with enthusiasm and love for the study of History." 288 pages; Blackboard forms; Directions for Study; 800 "Quer Queries," with Answers; 800 Review Questions; etc. Cloth, price \$1.

Enclose 20 cents and receive by return mail a copy of

### CURIOUS COBWEBS.

a collection of Quaint, Quer, and Curious questions upon hosts of every day topics, the answers to which are not generally known by the average person. Its use will arouse an interest in any school, will lessen the care of the teacher and induce the pupil to look out side of the text book for information.

Send for Catalogue of Books on Teaching, Games, Speakers, Report Cards, etc.

**A. FLANAGAN, 163 Randolph St., Chicago.**



SPRING, the time for instituting new homes and furnishing old ones the world over.

The ESTEY ORGAN has been the choice of thousands in homes new and old. The various designs in our Illustrated Catalogue are pronounced elegant, and the excellent quality of our Organs has become proverbial.

Instruments of peculiar adaptation for Chapels, Churches, and Lodge Rooms.

**ESTEY ORGAN CO., Brattleboro, Vt.**

New and Enlarged Edition, Now Ready.

**PINNOCK'S HISTORY OF ENGLAND.**

1 Vol., 12mo, 542 pages. Half roan. \$1.35.

Will be ready July 1st.

**PINNOCK'S HISTORY OF FRANCE.**

1 Vol., 12mo, about 570 pages. Half roan. \$1.35.

Examination copies to teachers, 75 cents each, by mail post free. Address.

**CHARLES DE SILVER & SONS, Publishers,**  
Philadelphia, Pa.

**VASSAR COLLEGE**

POUGHKEEPSIE, N. Y.

A full college course for women, with special and preparatory courses and courses of Music and Art; Ten professors and twenty-two teachers. Library, Observatory, Laboratory, Museum and scientific collections with every facility for complete liberal education.

**S. L. CALDWELL, D. D., President.**



**HOW A BEAUTIFUL HYMN WAS WRITTEN.**—One day Mr. Wesley was sitting by an open window, looking out over the bright and beautiful fields. Presently a little bird, flitting about in the sunshine, attracted his attention. Just then a hawk came sweeping down towards the little bird. The poor thing, very much frightened, was darting here and there, trying to find some place of refuge. In the bright sunny air, in the leafy-trees or the green fields, there was no hiding place from the fierce grasp of the hawk. But seeing an open window and a man sitting by it, the bird flew, in its extremity, toward it, and, with a beating heart, and quivering wing, found refuge in Mr. Wesley's bosom. He sheltered it from the threatening danger, and saved it from a cruel death.

Mr. Wesley was at that time suffering from severe trials, and was feeling the need of refuge in his own time of trouble, as much as did the trembling little bird that nestled so safely in his bosom. So he took up his pen and wrote that sweet hymn:

"Jesus, lover of my soul,  
Let me to Thy bosom fly,  
While the waves of trouble roll,  
While the tempest still is high."

That prayer grew into one of the most beautiful hymns in our language, and multitudes of people, when in sorrow and danger, have found comfort while they have said or sung the last lines of that hymn.

#### GARIBALDI.

It is related that one evening in 1861, as Gen. Garibaldi was going home he met a Sardinian shepherd lamenting the loss of a lamb out of his flock. Garibaldi at once turned to his staff, and announced his intention of scouring the mountain in search of the lamb. A grand expedition was immediately organized. Lanterns were brought, and old officers of many a campaign started off, full of zeal, to hunt the fugitive. But no lamb was found, and the soldiers were ordered to their beds. The next morning Garibaldi's attendant found him in bed fast asleep. He was surprised at this, for the General was always up before anybody else. The attendant went off softly, and returned in half an hour. Garibaldi still slept. After another delay the attendant waked him. The general rubbed his eyes, and so did the attendant when he saw the old warrior take from under the covering the lost lamb, and bid him take it to the shepherd. The general had kept up the search through the night until he had found it.

#### THEM'S STEERS.

A toll-gate was recently established on a road leading to Little Rock, Arkansas, and an old negro who came along with an ox team was much astonished. "Wall, ef dis doan cap de climax," said he. "Ain' satisfied wid chargin' folks fur ridin' on de train an' steamboat, but wanster charge him fur ridin' in his own wagin." "That is the law of the corporation, old man!" "What's de coperation got to do wid my wagin?" "Got nothing to do with your wagin, but they have a right to make you pay for riding over their road." "Ain' dis er free country?" "Yes, but this is not a free road." "But de road's in de country. What dose yer law say yer may charge?" "One horse, 5 cents; a horse and buggy, 10 cents; two horses and a wagon, 20 cents." "Well, dose heah ain't hosses, 'case da's steers. De law doan say nuthin' bout dem. Who dar I come ere?" and to the astonishment of the gatekeeper the old fellow drove away.

**THE BLUE SKY.**—Prof. Brucke has constructed an artificial bluesky by dropping a spiritous solution of rosia into water until the liquid becomes turbid and milky. Prof. Tyndall has followed up this interesting branch of investigation by showing that an artificial blue sky can also be produced by throwing a strong beam of electric light upon certain kinds of gas contained in long glass tubes. One portion of the gas is suddenly precipitated in the condition of a delicate cloud, capable of catching and turning back the blue vibrations. In some modifications of the experiments the attenuated vapor makes the first appearance in an exquisitely delicate form.

**WHY is a railroad patriotic?** Because it is bound to the country with the strongest ties.

#### A TOUCHING INCIDENT.

##### A YOUNG GIRL'S DEMENTIA—HOW IT WAS OCCASIONED—SOME NEW AND STARTLING TRUTHS.

The St. Louis express, on the New York Central road, was crowded one evening recently, when at one of the way stations an elderly gentleman, accompanied by a young lady, entered the cars and finally secured a seat. As the conductor approached the pair, the young lady arose, and in a pleading voice said:

"Please, sir, don't let him carry me to the asylum. I am not crazy; I am a little tired, but not mad. Oh! no indeed. Won't you please have papa take me back home?"

The conductor, accustomed though he was to all phases of humanity, looked with astonishment at the pair, as did the other passengers in their vicinity. A few words from the father, however, sufficed, and the conductor passed on while the young lady turned her face to the window. The writer chanced to be seated just behind the old gentleman and could not forego the desire to speak to him. With a sad face and a trembling voice, the father said:

"My daughter has been attending the seminary in a distant town and was succeeding remarkably. Her natural qualities, together with a great ambition, placed her in the front ranks of the school, but she studied too closely, was not careful of her health, and her poor brain has been turned. I am taking her to a private asylum where we hope she will soon be better."

At the next station the old man and his daughter left the cars, but the incident, so suggestive of Shakespeare's Ophelia, awakened strange thoughts in the mind of the writer. It is an absolute fact that while the population of America increased thirty per cent. during the decade between 1870 and 1880 the insanity increase was over 135 per cent. for the same period. Travelers by rail, by boat, or in carriages in any part of the land see large and elaborate buildings, and inquire what they are?

Insane asylums!

Who builds them?

Each State; every county; hundreds of private individuals, and in all cases their capacity is taxed to the utmost.

Why?

Because men, in business and the professions, women at home or in society, and children at school overtax their mental and nervous forces by work, worry and care. This brings about nervous disorders, indigestion and eventually mania.

It is not always trouble with the head that causes insanity. It far oftener arises from evils in other parts of the body. The nervous system determines the status of the brain. Any one who has periodic headaches; occasional dizziness; a dimness of vision; a ringing in the ears; a feverish head; frequent nausea or a sinking at the pit of the stomach, should take warning at once. The stomach and head are in direct sympathy, and if one be impaired the other can never be in order. Acute dyspepsia causes more insane suicides than any other known agency, and the man, woman, or child, whose stomach is deranged is not and cannot be safe from the coming on at any moment of mania in some one of its many terrible forms.

The value of moderation and the imperative necessity of care in keeping the stomach right must therefore be clear to all. The least appearance of indigestion, or mal-assimilation of food, should be watched as carefully as the first approach of an invading army. Many means have been advocated for meeting such attacks, but all have heretofore been more or less defective. There can be little doubt, however, that for the purpose of regulating the stomach, toning it up to proper action, keeping its nerves in a normal condition, and purifying the blood, Warner's Tippecanoe The Best, excels all ancient or recent discoveries. It is absolutely pure and vegetable; it is certain to add vigor to adults, while it cannot by any possibility injure even a child. The fact that it was used in the days of the famous Harrison family is proof positive of its merit, as it has so thoroughly withstood the test of time. As a tonic and revivifier, it is simply wonderful. It has relieved the agony of the stomach in thousands of cases; soothed the tired nerves; produced peaceful sleep and averted the coming on of a mania more to be dreaded than death itself.

#### Publisher's Department.

##### TERMS OF SUBSCRIPTION.

The School Journal, published weekly, 50 numbers a year, at the following rates, which include postage:

\$2.50 per Year; \$2.00 if Paid in Advance.

Special rates for clubs will be sent on application.

The label on each paper shows up to what date the subscriber has paid. If the publishers do not by that date receive a request from the subscriber that the paper be discontinued, they will continue to send it. The paper will, however, be stopped at any time thereafter, if the subscriber so desires, and remit the amount due for the time he has received it. The date against your name on the address of your paper shows to what time your subscription is paid.

Subscriptions will be received for three months or six months from those who wish to make a trial of the paper.

Subscribers asking to have the direction of a paper changed, should be careful to name not only the post-office to which they wish it sent, but also the one to which it has been sent.

The Courts have decided that all subscribers to newspapers are held responsible until arrangements are paid and their papers are ordered to be discontinued.

Subscribers wishing to introduce THE JOURNAL to their friends can have specimen copies sent free from this office to any address.

Advertising rates will be sent on application to the Business Manager, JEAN ISIDORE CHANLOUIS, 21 Park Place, N. Y.

E. L. KELLOGG & CO.,  
Educational Publishers,  
21 Park Place, New York.

#### Treasure-Trove

##### FOR SEPTEMBER.

Opens with another fine frontispiece study of animal features accompanying the sketch "The Dog and his Day," by Mark Lane; "Early Morning in New York," by Kirke Hazlitt; "Eating," by Edward F. Holt, and "Making Money," by Wilfred Saxe, are practical and interesting papers. "A Stroke of Business," by W. Randolph, and "One More Bat, Boys," by Rev. Edward A. Rand, are two lively stories that the boys will relish exceedingly. An Article on "Cholera," by Arthur W. Winch, and "A World of Ice," by Lucy Clarke, are timely, and especially so is an account of "An Impromptu Interview with Doctor Holmes," by Harvey Birch; "A Biographical Sketch of William Makepeace Thackeray," by Lizzie M. Bradley; and the "Authors Worth Reading," are the distinctive literary contributions of the number. Other entertaining and instructive articles are, "Enterprize," by Charles Fiske; "The Times," by Alex. E. Leeds; "William E. Gladstone and John Bright," by Lindsay Wa'cott, and "Dashing It Off," by Silas Merrill. The pages "For the Scholars" and "The Little Ones," and all the department columns are fruitful and suggestive as usual.

Only 50 cents a year. Address,

E. L. KELLOGG & CO.,  
21 Park Place, New York.

The advertisement of Messrs. Lippincott & Co., in another column, will appeal particularly to those looking for the best among higher text books. These include Lippincott's Science Series, in which Professors Sharpless and Phillips' "Astronomy" and "Natural Philosophy" stand prominent, as also the "Lessons in Chemistry," by Prof. Greene, editor and translator of Wurtz's "Chemistry"; and the "Comprehensive Anatomy" of Prof. Cutter. Attention is called to Worcester's Series of Dictionaries, issued by that firm.

The teachers that have children in charge, and are looking for readers appropriate to their use, will be decidedly interested in the letter from Col. Parker to Messrs. Cowperthwait & Co., appearing in another page. His high recommendation of Munroe's "Primary Readers" will be for many teachers a sufficient guarantee of their excellence, and is likely to induce many others at least to give a trial to books that promise so well.

"Now, as to the blackboard. What are we to do about the blackboard?" This is the question being asked, and to be continually asked this season in a number of country schools. As a partial answer to the question, we refer committees to the advertisement of Carroll W. Clark, of 27 Franklin street, Boston, who keeps on hand, besides other school furnishings, the Patent Artificial Stone Slating, which promises remarkable usefulness. Give it a trial.

The Kerner Stylographic pen calls for special attention by reason of the fact that it claims to be the only one in the world with flexible air tube which agitates the entire body of ink, and insures perfect action. It is claimed to be for book-keepers

the best ruling pen in the world, and always ready for use. Such claims as these, joined to the fact of its low price, \$1.00, make it worth the while of all engaged in clerical work to send for a circular to the Kerner Stylographic Pen Co., 25 Bond St., New York.

Numerous higher schools and laboratories are about renewing their chemical apparatus, and such will be interested to learn that Messrs. Eimer & Amend, of 205 to 211 Third ave., New York, supply the best goods in this direction, at lowest prices, including chemically pure chemicals; they also specially manufacture Bunsen's burners and combustion furnaces.

No man can afford, whether rich or poor, to let either his life or property go uninsured. It has become a truism that insurance is one of the benevolent institutions of the times. Those that realize this fact, and desire to find an established and reliable company, are advised to inspect the sixty-first semi-annual statement of the Home Insurance Company, as shown in another column. These figures speak for themselves, and make their own suggestion to those wanting insurance in fact as well as name.

Those contemplating a trip abroad will be interested in the card of Messrs. Brown Brothers & Co., appearing in another column. This firm issues bills of exchange to all parts of Europe, also commercial and travelers' credits. Their office is No. 59 Wall street, New York.

##### IMPORTANT.

When you visit or leave New York City, save Baggage Express and \$3 Carriage Hire, and stop at the Grand Union Hotel, opposite Grand Central Depot. 400 Elegant rooms, fitted up at a cost of one million dollars, at \$1 and upwards per day. European Plan. Elevator. Restaurant supplied with the best. Horse cars stages and elevated railroad to all depots. Families can live better for less money at the Grand Union Hotel than at any other first-class hotel in the city.

We would call the attention of teachers to the Teachers' Co-operative Association of Chicago, advertised on another page, as the best means of keeping posted on desirable positions becoming vacant. The work of the agency extends throughout the United States. Schools desiring teachers should not fail to correspond with them, as they count among their numbers not only teachers looking for places, but teachers who hold permanent positions, and who would not make a change except for preference.

DURING the cholera season of 1873, a French physician in Nashville declared that he never lost a cholera patient. Shortly afterward, having gained some notoriety by this assertion, he was summoned to attend a man named White. The neighbors were anxious to see the result of the Frenchman's treatment, and whenever the doctor was seen leaving White's house, numerous inquiries were propounded. "How is your patient, doctor?" was asked one morning. "Ze man is dead." "What! thought you never lost a case of cholera?" "Zis was ze first case I had. You not expect a man to lose one case before he git him? I cure ze man of ze cholera, but he die of ze weakness."—Arkansas Traveler.

ENLARGEMENT of the heart and other forms of Heart Disease cured by Dr. Graves' Heart Regulator. Price \$1.

#### STATEN ISLAND

##### FANCY DYEING ESTABLISHMENT,

Office, 5 & 7 John St., New York.

BRANCH 1199 Broadway near 39th St., N. Y.  
379 Fulton St., Brooklyn.  
OFFICES 47 North Eighth St., Phila.  
43 North Charles St., Baltimore.

Dye, Clean, and Refinish Dress Goods and Garments. Ladies' Dresses, Coats, Robes, etc., of all fabrics, and of the most elaborate styles, cleaned or dyed successfully without ripping. Gentlemen's Garments cleaned or dyed whole. Curtains, Window Shades, Table Covers, Carpets, etc., cleaned or dyed. Employing the best attainable skill and most improved appliances, and having systematized anew every department of our business, we can confidently promise the best results, and unusually prompt return of goods. Correspondence invited. Goods received and returned by express and mail.

BARRETT, NEPHEWS & CO.,  
5 and 7 John St., N. Y.

#### PEOPLE'S LINE.

##### —STEAMERS—

##### DREW and ST. JOHN.

The Popular Passenger Evening Line  
ON THE HUDSON RIVER.

Leave NEW YORK for ALBANY from Pier 41, North River, foot of Canal Street, every day at 6 P. M.

Tickets sold and Baggage checked to all points, North, East, and West. Leave ALBANY for NEW YORK, at 8 P. M.

New York Central and Hudson River Railroad Tickets good for Passage and Stateroom berth.

J. H. ALLAIN, General Ticket Agent.

M. B. WATERS,

General Passenger Agent, Pier, 41 N.R. N.Y.